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ABSTRACT

Between 1984 and 1988, four follow-up surveys were conducted by the Los Rios Community College (LRCC) District to determine the education and employment patterns of a total of 16,284 former LRCC students, their satisfaction with their experience at LRCC, and their educational plans. The responses of 7,564 former students were analyzed in terms of the students' self-reported goals of university transfer, occupational preparation, occupational retraining, and personal interest. The responses of nonreturning students were analyzed separately. Study findings include the following: (1) students who earned a degree or certificate comprised more than 61% of the 16,284 former students surveyed; (2) university transfer was listed as the primary educational goal by increasing proportions of students over the 4-year period; (3) the respondents indicating job-related goals decreased from 61% in 1984 to 50% in 1987; (4) approximately half of the respondents continued their education after leaving LRCC; (5) the percentage who were employed rose from almost 74% in 1984 to 81% in 1987; (6) more than 60% planned to take more courses at the same LRCC campus in the future, even though many had completed degree or certificate programs; (7) respondents' ratings of their educational experience at LRCC increased slightly each year from 1984 to 1987; and (8) of the non-returning students, almost 75% had attended LRCC for job-related reasons, and 36% left LRCC when they had completed the courses they desired. The survey instrument is included. (EJV)

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MEASURES OF PROGRESS, 1984 - 1987:
A FOUR-YEAR RETROSPECTIVE

LOS RIOS COMMUNITY COLLEGE DISTRICT

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December, 1987

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Finally, very special thanks go to the more than 7,500 former Los Rios students who took the time to respond to a rather lengthy questionnaire about the value of their college experience, providing the data reported here.

B. S. L.

December 1987

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MEASURES OF PROGRESS, 1984-1987:
A FOUR-YEAR RETROSPECTIVE
Los Rios Community College District

INTRODUCTION

The Los Rios Community College District in Sacramento, California, began a districtwide effort in 1983 to improve its student follow-up procedures and to expand other institutional research activities, primarily to determine whether what the district was doing for students was actually working. The district's Student Flow Model, developed to illustrate the relationships between community, students, and district/college programs, has provided the basis for long-range research and planning. Several major organizations at the state level have also underscored the need for such institutional research by community colleges. California's Commission for the Review of the Master Plan for Higher Education stated:

> "Institutional research is essential to determine which types of programs work best with which students under what circumstances, and to ensure the wisest use of public funds in meeting student and community needs. There is relatively little statewide institutional research available to evaluate the effectiveness of Community College transfer, vocational, or remedial programs, which are of particular concern to this Commission." (Commission for the Review of the Master Plan for Higher Education, 1986, p. 12.)

Similar sentiments were expressed by Joshua Smith, former Chancellor of the California Community Colleges, who emphasized that:

> "Nothing is more critical to our future than to demonstrate clearly . . . that the community colleges make a qualitative difference in the lives of more than a million California citizens each year. . . . The Governor and the Legislature want to know what California is buying for the 1.8 billion dollars spent each year in the colleges." (Smith, 1986, p. 2.)

This report summarizes the responses to four student follow-up surveys conducted by the Los Rios District between 1984 and 1987 to provide answers to such questions as:

- What happens to our students after they leave Los Rios? Were their educational goals met? Were they satisfied with their education? How well did the programs and services offered by the colleges meet their individual needs?
- Are they employed? Where are they working? How much do they earn? Are they working in a field related to their college program? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Do they plan to return to a Los Rios college in the future?

Responses from 7,564 former students, gathered in four annual surveys (1984-1987), are summarized from the perspective of the survey respondents' self-reported educational goals: University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest. A special section on nonreturning students, regardless of goal, is also included.

BACKGROUND: STUDENT FOLLOW-UP IN LOS RIOS

The Los Rios district, established in 1965, serves the residents of Sacramento and El Dorado counties as well as portions of Yolo, Placer and Solano counties through its three colleges--American River College, Cosumnes River College, and Sacramento City College--and numerous outreach centers. It is the fourth largest community college district in California in credit enrollment, which totals approximately 44,500 students.

The district has conducted a follow-up survey of former students annually since a pilot study was completed in Spring 1983. More detailed information regarding each survey can be found in the respective annual reports published by the Los Rios Office of Planning and Research and described below. Copies of the Executive Summaries of the reports, as well as a copy of the survey instrument, are included in the Appendix.

Follow-up of Occupational Education Students, Spring 1983 (Lee, 1984) described the pilot study of 2,700 former students who had attended a district college in 1981-82 and were considered to be "occupational" students according to Vocational Education Data System (VEDS) guidelines. Questionnaires and data processing services of the Center for Information Services, commonly known as the Tex-SIS (Student Information System) Follow-up System (Hall and Reed, 1979) were used for that survey. Separate (and slightly different) Tex-SIS survey instruments were used for graduates (GRADs) and nonreturning students (NRSs). Responses were received from 1,291 (an adjusted response rate of 51.8%).

As recommended in the Spring 1983 report, three important changes were made in the follow-up procedures for Spring 1984 and have been used in all subsequent surveys: (1) A single composite questionnaire was designed to reflect more accurately the specific needs of the Los Rios district. (2) The survey population was expanded to include all graduates and certificate earners--general education/liberal arts majors as well as occupational majors--who completed their programs during the academic year. (The nongraduate cohort continued to be identified by VEDS guidelines). (3) The data analysis was done using SPSS-X on the district's mainframe computer. Because of these changes, results of the 1983 survey are not included in the comparisons in this report.

Measures of Progress: Spring 1984 Student Follow-up (Lee, 1985) described the second districtwide survey, sent to 4,280 former students who had attended a Los Rios college in Fall 1982 or Spring 1983. Results were reported for three groups of respondents: General Education Graduates (GE GRADs), Occupational Education Graduates/Certificate Earners (OE GRADs) and Nonreturning Students (NRSs) who received no formal award. A total of 2,042 responses were received, for an adjusted response rate of 51.6%.

Measures of Progress: Spring 1985 Student Follow-up (Lee, 1986) described the results of the third annual survey, again analyzed on the basis of award received: GE GRADs, OE GRADs, NRSs. Certain responses were further analyzed from the perspective of the respondents' self-reported educational goals (University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest) and results of the 1983, 1984 and 1985 surveys were compared. The 4,084 who were surveyed had attended in the 1983-84 academic year; 2,033 responses were analyzed (an adjusted response rate of 52.7%).

Measures of Progress: Spring 1986 Student Follow-up (Lee, 1987) organized survey responses from the same questionnaire in a different format: program-specific summaries were prepared for each occupational program receiving ten or more responses at each college, as well as totals for each college and for the district as a whole. This new

format was designed to enable the colleges to use the information in their curriculum development and program review efforts. The Executive Summary described districtwide statistics from the perspective of the respondents' self-reported educational goals (University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest). The survey population of 4,280 included not only former students from the 1984-85 academic year, but also those who received degrees during Summer 1984 (more than 10% of all degrees granted). A total of 1,933 responses were analyzed, representing an adjusted response rate of 48.1%.

Measures of Progress: Spring 1987 Student Follow-up (Lee, 1987) again provided program-specific summaries of all programs having ten or more responses at each college (general education/liberal arts programs having sufficient responses were included for the first time this year) plus college and district summaries. Turn-around time from data gathering to presentation of the report was greatly reduced to provide the data as early as possible for use in fall semester program development. The Executive Summary discussed district data from the perspective of respondents' self-reported educational goals (University Transfer, Occupational Preparation, Occupational Retraining, or Personal Interest). Summer session graduates were again included in the survey population of 3,640 students who attended in 1985-86; 1,556 responses were received, for an adjusted response rate of 47.7%.

RELATED RESEARCH

In addition to the Measures of Progress series, the Los Rios Community College District has been involved in a number of other studies focusing on student follow-up, two of which have been intersegmental in nature. In a study conducted jointly by the Los Rios district, the University of California, Davis, and California State University, Sacramento, existing computerized data bases from the three institutions were used to examine the progress of former Los Rios students who transferred to one of the two universities in Fall 1980 (Renkiewicz, 1985). More recently, the same three institutions cooperated in an evaluation of the first year of operation of the Los Rios Transfer Centers (Ruden, 1987). One section of the questionnaire for this survey was designed to match closely the one used for the Measures of Progress surveys so that responses to questions regarding transfer could be compared.

Los Rios colleges have also participated in statewide research studies: Sacramento City College was included in the 1978-81 Statewide Longitudinal Study (Sheldon, 1982) which followed 6,500 California community college students over a three-year period; American River College was part of a state pilot project to improve vocational student follow-up procedures in California (Brooks, 1982); and Cosumnes River College was among the colleges which field-tested the procedures developed by the Walter Brooks team. District research personnel, working closely with the Brooks project, have adapted its program-specific questionnaire for use in future Los Rios student follow-up surveys.

Recent studies published by the Los Rios district Office of Planning and Research have included the Planning for Change series: Assessing Internal and External Environmental Factors (Coffey, 1984), followed annually by a Fall Enrollment Update, each with a special focus. The first described the decline in black student enrollment and included a telephone survey of nonreturning black students (Coffey, 1984). The second focused on unit-load profiles of Los Rios students (Jones, 1986), and the third on nine-year demographic trends and their implications for planning (Coffey and Jones, 1987). These reports included data on district and college demographics from 1978 through 1986, with which the data in the 1984-87 Measures of Progress studies can be compared.

SURVEY PROCEDURES: POTENTIAL FOR REPLICATION

Through the process of "fine tuning" the Measures of Progress studies through five successive years, procedures now exist which enable the Los Rios district and its colleges to conduct each annual follow-up survey with relative ease:

- Computerized mailing lists are compiled using records of degrees/certificates granted, plus required VEDS guidelines. (The nongraduate cohort could be selected randomly if VEDS reporting is no longer mandated).

- Questionnaires are reproduced at the district office, using a professionally type-set master which permits use of individual college logos, and are color-coded to identify various survey subpopulations.

- Survey packets are sent via first-class mail from each college, and responses are returned to the colleges. Two mailings are sent, approximately three weeks apart, each containing a cover letter, questionnaire, and postage-paid return envelope.

- Completed questionnaires are forwarded to the district Office of Planning and Research, where a small amount of hand-coding is completed; data entry is done under outside contract. OPR staff analyze the data using SPSS-X and prepare the final report.

The Los Rios Community College District would be pleased to cooperate with other districts or colleges wishing to replicate these surveys in their own areas. Inquiries should be directed to the district's Office of Planning and Research, 1919 Spanos Court, Sacramento, CA 95825.

A COMPARISON OF SURVEY RESULTS: 1984-1987

A comparison of the results of the 1984-1987 surveys reveals that respondents have been remarkably consistent in their responses to the research questions the studies were designed to answer. Students had enrolled for various reasons, expressed above-average satisfaction with their educational experiences, and moved on to further education or employment with the feeling that they were well prepared to do so. The reasons that students enrolled--their "primary educational goals"--provide the focus for this report.

The sections which follow provide summaries of responses to selected questionnaire items for each year, 1984-1987. Table 1 describes the survey populations and responses. Tables 2 and 3 display summary statistics on selected questionnaire items for all respondents, which can serve as a basis with which to compare subsequent tables in the report. Table 4 compares the demographic characteristics of various groups of respondents. Tables 5 through 8 summarize the responses from four groups of respondents, based on their self-reported primary educational goals: University Transfer, Occupational Preparation, Occupational Retraining, and Personal Interest. Finally, a special section describes those students who, regardless of educational goal, were nongraduate "nonreturning" students.

Statistical breakdowns in each table are expanded or condensed as they relate to the educational goals expressed by respondents, and highlights are discussed. More detailed data can be found in the respective annual reports described previously, as well as in the Executive Summaries included in the Appendix of this report.

SURVEY POPULATIONS/RESPONSES

The data presented in this report were obtained through surveying a total of 16,284 former Los Rios students over a four-year period. Those surveyed included all who had received an associate degree or certificate during the 1982-83 through 1985-86 academic years; summer session graduates were included in the last two surveys. (A summary of awards granted, by college, is included in the Appendix). The nongraduates in the survey populations were selected according to VEDS guidelines, which required follow-up of these particular students; thus, they were not randomly selected. Table 1 displays the number surveyed, the number of responses and the adjusted response rates for each year.

Table 1
SURVEY POPULATIONS/RESPONSES

	1984	1985	1986	1987	Totals
Survey Population					
Graduates/Certificate Earners	2,599	2,616	2,554	2,194	9,963
Nonreturning Nongraduates	1,681	1,468	1,726	1,446	6,321
Total Population	4,280	4,084	4,280	3,640	16,284
Less Undelivered by Post Office	-320	-228	-263	-378	-1,189
(% Undelivered)	(7.5%)	(5.6%)	(6.1%)	(10.4%)	(7.3%)
Net Delivered Questionnaires	3,960	3,856	4,017	3,262	15,095
Survey Responses					
Graduates/Certificate Earners	1,363	1,392	1,284	1,039	5,078
Nonreturning Nongraduates	679	641	649	517	2,486
Total Responses	2,042	2,033	1,933	1,556	7,564
Adjusted Response Rates					
(Excludes Undelivered)	51.6%	52.7%	48.1%	47.7%	50.1%

As shown in Table 1,

- Graduates and certificate earners comprised more than 61% (9,963) of the 16,284 total surveyed over the four-year period.
- The nongraduates in the survey populations (6,321) made up almost 39% of the total.
- Responses were received from 7,564 alumni, for an average response rate (excluding undelivered items) of 50.1%.
- Graduates tended to respond in greater proportions than did nongraduates.

SUMMARY STATISTICS: ALL RESPONDENTS

A summary of all responses to the four surveys is shown in Table 2. Since not every respondent answered every question, percentages for all tables in this report are computed on the number who responded to the item and the N is shown for each general category.

- The proportion of respondents who had received degrees in general education programs, as compared to those who had earned degrees or certificates in occupational programs, were very similar and remained fairly constant over the four-year period. Coincidentally, these two groups and the respondents who received no award each represented about one-third of each year's respondents.

- University transfer credit was listed as their primary educational goal by increasing proportions of students over the four-year period (29% checked this goal in 1984 as compared to 34% in 1987).

- Those respondents indicating job-related goals, while still the majority, decreased from 61% in 1984 to 50% in 1987. Meanwhile, those enrolling primarily for personal interest reasons increased from under 10% in 1984 to almost 16% in 1987.

It should be noted that the surveys were conducted approximately eight months to one year after students had completed their programs or left their Los Rios college; thus, all questions were asked "after the fact." While the "primary educational goals" checked on the follow-up questionnaires might differ from those checked on the students' original application for admission forms, they do reflect considered responses to this question.

- Approximately half of all respondents to the surveys continued their education after completing their program or leaving their Los Rios college. These proportions increased from 48% in 1984 to 55% in 1986, then fell to 53% in 1987.

- The percentages of all respondents who transferred to the various four-year institutions were relatively constant: almost 22% to the CSU system (primarily CSU Sacramento); around 3% to the UC system (primarily UC Davis); and another 3% to private or out-of-state schools.

- Approximately 14% of all respondents continued their education at a community college (primarily in Los Rios), and around 10% continued their education but did not identify their college. (The 1984 figures for these two options were slightly skewed due to item ambiguity which was corrected in 1985.)

- The percentage who were employed rose from almost 74% in 1984 to 81% in 1987; the percentage who were "unemployed and actively seeking work" decreased from 9.4% to 6.1% during the same period, reflecting the increasingly favorable employment climate in Sacramento and statewide.

- More than 80% of all respondents, regardless of educational goal, indicated that their community college courses would be of direct benefit to their careers.

- More than 60% indicated they plan to take more courses at the same college in the future, even though many have completed degree or certificate programs.

- Approximately 55% of all survey respondents had completed 60 or more units at the Los Rios college which sent their survey.

Table 2
SUMMARY STATISTICS: ALL RESPONDENTS

	1984	1985	1986	1987
Graduation Status	N=2042	N=2033	N=1933	N=1556
AA/AS Degree (General Education)	32.4%	32.5%	34.4%	32.5%
AA/AS Degree/Certificate (Occupational)	34.3%	36.0%	32.1%	34.3%
No Award Granted	33.3%	31.5%	33.6%	33.2%
Educational Goal	N=2036	N=2027	N=1924	N=1547
University Transfer	29.1%	29.2%	34.0%	33.9%
Occupational Preparation	39.9%	42.0%	34.1%	36.3%
Occupational Retraining	21.3%	19.5%	14.3%	14.0%
Personal Interest	9.7%	9.3%	17.5%	15.9%
Employment Status at Time of Survey	N=2024	N=2021	N=1921	N=1544
Employed (Includes Full-time Military)	73.6%	76.2%	77.6%	81.1%
Not in Labor Force	17.0%	16.2%	16.1%	12.8%
Unemployed, Actively Seeking Work	9.4%	7.6%	6.3%	6.1%
*SMSA Unemployment Rate (in March)	9.7%	7.9%	7.2%	6.0%
Among those who provided detailed employment data:	N=1388	N=1445	N=1342	N=1130
Employed in Sacramento Valley Area	89.7%	87.4%	92.4%	92.9%
Employed in San Francisco Bay Area	5.2%	6.6%	2.8%	2.8%
Average Monthly Pay (Full-time Workers)	$1586	$1648	$1715	$1871
Average Hourly Pay (Part-time Workers)	$6.97	$7.31	$7.86	$8.63
Average Weekly Hours of Employment	36.8	35.9	35.6	36.1
Educational Status at Time of Survey	N=2036	N=2027	N=1924	N=1547
Transferred to UC System (Primarily UCD)	2.8%	3.1%	3.6%	3.5%
Transferred to CSU System (Primarily CSUS)	21.9%	21.3%	23.3%	20.7%
Transferred to Private or Out-of-State 4-year School	3.1%	2.5%	2.9%	3.6%
Reenrolled in a Community College (Primarily in LRCCD)	7.8%	14.7%	15.6%	13.6%
Continued Education but College Not Identified	12.8%	10.3%	9.9%	11.2%
Percent Who Continued Education	48.4%	51.8%	55.3%	52.6%
Percent Who Did Not Continue Education	51.6%	48.2%	44.7%	47.4%
Miscellaneous Data	N=1909	N=1883	N=1781	N=1412
Courses of Direct Benefit to Career	78.5%	79.9%	80.5%	82.2%
60 or More Units Completed in LRCCD	56.1%	54.5%	56.3%	54.0%
Plan to Take More Courses at Same College	62.2%	61.1%	62.5%	65.4%
Plan to Take More Courses at Same College (NRSs Only)	66.1%	67.2%	71.1%	72.9%

*Sacramento Metropolitan Statistical Area data provided by Employment Development Department; shown here for reference only.

AVERAGE RATINGS: EDUCATION, COURSES, PROGRAMS

Respondents were given the opportunity to evaluate various aspects of their community college experience, and their average ratings are shown in Table 3. Possible ratings ranged from 1 to 5, with 5 being the highest possible score. Perhaps the most interesting observation regarding the data in Table 3 is the fact that the ratings are so consistent.

With respect to their **educational experience in general,**

- Respondents to each annual survey gave average ratings of 4.2 or above.
- Almost all ratings increased slightly in each succeeding year from 1984 to 1987.
- More than 99% of all respondents to the surveys answered this question.

Regarding the value of their community college courses as **preparation for continuing their education,**

- Ratings by respondents with "University Transfer" as their primary educational goal averaged 4.1 or higher in the last three annual surveys.
- Average ratings from all respondents to the last three surveys were 4.0 or above.

In evaluating their college training in relation to its **usefulness in performing their jobs,**

- Respondents with job-oriented educational goals gave average ratings of 4.0 or above.
- Average ratings of all employed respondents were 3.9 or above.

All respondents were asked to rate six characteristics related to courses they had completed in their major field of study as well as various college services they had used.

With respect to **course characteristics,**

- Quality of Instruction, Instructor Interest, and Content of Courses ranked 4.1 or above in each of the four years, and rankings of the six characteristics were exactly the same each year.
- Average ratings improved slightly each year as compared to previous years for almost all of the characteristics listed.
- Approximately 93% of respondents to each annual survey ranked each of these items.

When respondents were asked to rate the **college services they had used,**

- Library Services received an average rating of 4.0 or above in each of the four years.
- All services received average ratings of 3.4 or above.

Table 3
AVERAGE RATINGS: EDUCATION, COURSES, PROGRAMS
(Scale: 5 = Highest . . . 1 = Lowest)

	1984	1985	1986	1987
Satisfaction with Educational Experience	N=2028	N=2019	N=1925	N=1548
All Respondents	4.22	4.25	4.26	4.29
Educational Goal = University Transfer	4.32	4.34	4.31	4.34
Educational Goal = Occupational Preparation	4.21	4.22	4.28	4.30
Educational Goal = Occupational Retraining	4.15	4.18	4.19	4.21
Educational Goal = Personal Interest	4.18	4.18	4.23	4.25
"Nonreturning" Students (Includes All Goals)	4.08	4.14	4.14	4.17
Value of Education as Preparation for Transfer	N=772	N=787	N=812	N=582
All Who Had Continued Their Education	3.89	4.05	4.00	4.11
Educational Goal = University Transfer	3.89	4.12	4.05	4.12
"Nonreturning" Students (Includes All Goals)	3.68	3.87	3.79	3.99
Usefulness of Training in Performance of Job	N=1295	N=1329	N=1244	N=1036
All Employed Respondents	3.89	3.92	3.94	3.96
Educational Goal = Occupational Preparation	4.01	4.06	4.13	4.09
Educational Goal = Occupational Retraining	4.03	3.97	4.12	4.11
"Nonreturning" Students (Includes All Goals)	3.87	3.89	3.93	3.95
Characteristics of Courses in Major Field	N=1911	N=1913	N=1795	N=1458
Quality of Instruction	4.19	4.22	4.24	4.30
Instructor Interest	4.18	4.20	4.23	4.26
Content of Courses	4.06	4.08	4.10	4.14
Grading/Testing	3.94	3.96	4.00	4.04
Class Size	3.79	3.78	3.84	3.87
Instructional Media	3.77	3.76	3.78	3.86
College Services Used	N=1389	N=1393	N=1269	N=1063
Library Services	4.12	4.06	4.06	4.07
Services for Disabled	3.98	3.89	3.90	4.00
Veterans Services	4.01	3.93	3.97	3.98
Learning Center/Labs	4.07	4.02	3.95	3.93
Health Center	3.85	3.93	3.91	3.91
Assessment Center	3.63	3.73	3.71	3.67
Counseling/Advisement	3.59	3.63	3.61	3.64
Tutoring Services	3.70	3.78	3.69	3.64
Student Activities	3.65	3.54	3.56	3.59
Financial Aids	3.81	3.63	3.52	3.48
Job Placement Services	3.32	3.52	3.44	3.47

Note: The number of responses varied somewhat for each characteristic, each year. The N shown at the top of each section indicates the maximum number who responded to that section that year.

DEMOGRAPHIC PROFILES

Demographic data on the 7,564 respondents to the four surveys (Table 4) indicate that:

- The percentage of female respondents increased steadily from almost 56% in 1984 to almost 59% in 1987. While females tended to respond somewhat more often than males, this trend toward increasing proportions of females was also found in the survey populations as well as in total college enrollments (Jones, 1987).

- The proportion of ethnic minorities among respondents (around 22%) was relatively stable over the four-year period.

- The average age of all respondents was also stable at around 31.5 years.

Respondents who had enrolled primarily to **earn university transfer credit** had the youngest average age and the highest proportion of ethnic minorities among the groups being compared, and included a slightly larger proportion of females than found in the total of all respondents.

- The proportion of females increased slightly over the four years, from 58% in 1984 to almost 61% in 1987, while the proportion of ethnic minorities (around 25%) remained relatively stable. The average age of these respondents, also fairly stable at about 27 years, was the youngest of all groups being compared.

Respondents who had enrolled primarily to **prepare for a new job** generally included the highest proportion of females among the various groups being compared. This group also had fewer ethnic minorities and their average age was slightly younger than the average of all respondents.

- The proportion of females in this group increased slightly from 59% in 1984 to more than 61% in 1987. During the same period, the percentage of ethnic minorities declined from 23% to 19% and the average age increased from 30.3 to 31.7 years.

Those whose primary educational goal was to **improve existing job skills** included larger proportions of male, white, and older respondents than the other groups being compared:

- The percentage of female respondents averaged less than 50% over the four-year period. The proportions of ethnic minorities fluctuated between 24% in 1984 and 15% in 1987. The average age of respondents in this group was just under 37 years, considerably older than the average of respondents as a whole.

Among those who enrolled for **personal reasons,** demographic characteristics varied widely:

- The percentage of female respondents fluctuated between 55% and 62% during the four-year period, 1984-1987. The proportion of ethnic minorities ranged from 18% to almost 24%, and the average age was between 36 and 40 years.

Nongraduate "nonreturning" students included slightly smaller percentages of females and ethnic minorities than the average of all respondents, and their average age was older.

- Percentages of females increased from 54% in 1984 to almost 60% in 1986 but dropped to 53% in 1987; ethnic minorities decreased from 22% to 19% during the same period. Average age remained stable at around 34 years.

Table 4
DEMOGRAPHIC PROFILES

	1984	1985	1986	1987
All Survey Respondents	N=2042	N=2033	N=1933	N=1556
Female	55.8%	57.1%	59.0%	58.7%
Ethnic Minorities	23.5%	24.0%	22.0%	21.3%
Average Age	31.6	31.2	31.5	32.1
Median Age	28.8	29.0	29.0	30.0
Educational Goal = University Transfer	N=593	N=591	N=654	N=524
Female	58.2%	56.0%	60.4%	60.5%
Ethnic Minorities	25.8%	25.7%	24.0%	26.3%
Average Age	27.0	26.7	26.8	27.9
Median Age	24.3	24.3	24.4	25.3
Educational Goal = Occupational Preparation	N=812	N=852	N=657	N=561
Female	59.2%	59.2%	61.6%	61.3%
Ethnic Minorities	22.9%	21.6%	21.6%	18.7%
Average Age	30.3	30.9	31.3	31.7
Median Age	28.2	29.3	29.7	30.2
Educational Goal = Occupational Retraining	N=434	N=396	N=276	N=216
Female	46.5%	55.1%	45.7%	49.5%
Ethnic Minorities	24.0%	26.8%	22.5%	15.3%
Average Age	36.5	36.4	36.5	37.2
Median Age	34.9	34.3	34.3	36.3
Educational Goal = Personal Interest	N=197	N=188	N=337	N=246
Female	55.3%	55.3%	62.0%	56.9%
Ethnic Minorities	18.5%	23.9%	18.4%	20.7%
Average Age	40.1	35.9	36.9	37.3
Median Age	40.3	32.2	35.0	36.8
"Nonreturning" Students (Includes All Goals)	N=679	N=641	N=649	N=517
Female	54.3%	56.5%	59.9%	52.8%
Ethnic Minorities	22.2%	24.0%	21.1%	19.1%
Average Age	34.2	34.0	34.5	34.8
Median Age	32.0	31.6	32.7	33.3

EDUCATIONAL GOAL: UNIVERSITY TRANSFER

Respondents who enrolled primarily to earn university transfer credit comprised 29% of total respondents in 1984; this proportion rose to almost 34% by 1987 (Table 5). Of these:

- More than 82% of the respondents to each survey had completed a degree or certificate program (only around 67% of all survey respondents had done so).

- Almost 77% of these respondents earned degrees in general education/interdisciplinary programs in 1984. This proportion dropped gradually to 66% in 1987, while the percentage earning degrees or certificates in occupational programs increased from approximately 11% in 1984 to more than 16% in 1987. The proportion who earned no degree increased from 13% to 18% in the same period.

- These respondents expressed a high degree of satisfaction with their educational experience, rating it 4.3 or higher (of a possible 5 points) each year. They rated their educational preparation for transfer at 4.1 or above in the last three surveys.

With respect to employment,

- The proportion of this group who were employed when surveyed increased steadily from 59% in 1984 to almost 75% in 1987. The percentage who were not in the work force decreased from almost 32% in 1984 to only 18% in 1987; the percentage who were unemployed and seeking work declined from 9.7% to 6.7% in the same period.

- Average monthly salaries reported by respondents employed full-time showed a cumulative increase of 8.5% over the four-year period. Average hourly pay reported by those employed part-time fluctuated but showed minimal net gain.

Among the 2,362 respondents with a university transfer goal (approximately one-third of all survey respondents), more than 68% (1,612) had transferred to a four-year institution within one year after leaving Los Rios, and another 17% were still continuing their education.

- Approximately 54% transferred to the CSU system (primarily CSU Sacramento). This percentage declined from 57% in 1984 to 48% in 1987.

- Around 9% transferred to the UC system (primarily UC Davis), and approximately 5% transferred to private or out-of-state schools.

- Approximately 8% reenrolled at a community college, and nearly 9% continued their education but did not identify their school.

Among the 1,612 respondents who had transferred to a four-year institution (more than 21% of all respondents):

- More than 97% had achieved junior or higher standing at the time of the survey.

- Two-thirds had been able to transfer all or almost all their community college units toward a bachelor's degree, and 86% stated they experienced no problems in making the transfer.

- Approximately 80% were full-time students. The proportion who were employed (at least part-time) while attending college increased from 55% in 1984 to 68% in 1987.

Table 5
EDUCATIONAL GOAL: UNIVERSITY TRANSFER

	1984	1985	1986	1987
Basic Data and Ratings				
Number Stating "University Transfer" Goal	N=593	N=591	N=654	N=524
Percentage of Total Survey Respondents	29.1%	29.2%	34.0%	33.9%
AA/AS in General Education/Interdisciplinary	76.7%	73.3%	72.5%	66.0%
AA/AS or Certificate in Occupational Program	10.6%	10.8%	14.1%	16.4%
No Award	12.6%	15.9%	13.5%	17.6%
Satisfaction with Educational Experience (5 = Highest)	4.32	4.34	4.31	4.34
Value of Education as Preparation for Transfer (5 = Highest)	3.89	4.12	4.05	4.12
Employment Status at Time of Survey	N=585	N=588	N=650	N=521
Employed (Includes Full-time Military)	58.6%	63.6%	65.8%	74.9%
Not in Labor Force	31.6%	29.9%	27.8%	18.4%
Unemployed, Actively Seeking	9.7%	6.5%	6.3%	6.7%
Among those who provided detailed employment data:	N=303	N=340	N=362	N=349
Were Employed in Sacramento Valley Area	89.9%	88.2%	91.6%	91.1%
Were Employed in San Francisco Bay Area	3.4%	6.1%	3.0%	2.9%
Average Monthly Pay (Full-time Employees)	$1593	$1636	$1608	$1729
Average Hourly Pay (Part-time Employees)	$6.57	$5.93	$7.01	$6.60
Average Weekly Hours (If Employed)	31.0	30.2	30.9	32.6
Educational Status at Time of Survey	N=593	N=591	N=654	N=524
Enrolled in CSU System (Primarily CSUS)	57.2%	55.7%	55.4%	47.7%
Enrolled in UC System (Primarily UCD)	7.8%	8.5%	9.0%	9.4%
Enrolled in Private or Out-of-State 4-year School	5.7%	5.1%	4.9%	6.1%
Reenrolled in a Community College (Primarily in LRCCD)	4.6%	9.5%	8.7%	8.0%
Continued Education but School Not Identified	10.8%	8.6%	8.0%	9.5%
Percent Who Continued Education	86.0%	87.3%	85.9%	80.7%
Percent Who Did Not Continue Education	14.0%	12.7%	14.1%	19.3%
Transfers to a 4-Year College/University				
Transfer Goal Students Who Transferred	70.7%	69.2%	69.3%	63.2%
Among those who transferred to 4-year school:	N=419	N=409	N=453	N=331
Experienced No Problem in Transferring	88.9%	86.9%	85.6%	88.2%
"Lost" No More Than 6 Units in Transfer	65.9%	70.0%	63.1%	65.5%
Were Classified Junior or Higher Standing	97.4%	97.4%	97.1%	97.7%
Were Full-time Students	78.7%	82.4%	80.7%	76.2%
Were Employed (Full-time and Part-time)	55.2%	57.4%	60.1%	68.0%
Average Weekly Hours (If Employed)	28.4	26.3	27.6	28.9

EDUCATIONAL GOAL: OCCUPATIONAL PREPARATION

Respondents who enrolled primarily to prepare for a job to be obtained comprised nearly 40% of all respondents in 1984; this proportion fluctuated somewhat during the four-year period and was 36% in 1987. As the data in Table 6 indicate:

- The types of awards earned by respondents in this group remained relatively stable over the four-year period: well over half completed associate degrees or certificates in occupational programs; around 13% completed degrees in general education or interdisciplinary programs; and approximately one-third received no award.

- These respondents expressed a high degree of satisfaction with their educational experience, giving it a rating of 4.2 or higher each year (5=highest). The usefulness of their training in job performance was rated 4.0 or above in each survey.

With respect to employment,

- The proportion who were employed increased from 79% in 1984 to more than 84% in 1987, while the percentage who were "unemployed and actively seeking" decreased steadily from 11.5% to 6.6%. The proportion "not in the labor force" was around 9% in three of the four years.

- Of those who provided more detailed employment data, the proportion working in the Sacramento Valley area increased from 88% in 1984 to more than 95% in 1987, while the proportion working in the San Francisco Bay area decreased from 6% to 2%.

- Increase in related employment which might be attributed to college attendance was determined by comparing the percentage of those employed in a field related to their major before enrollment and after completion of their community college courses. The after-college figures showed 36% to 44% more of these respondents reporting related employment.

- Salaries reported by these respondents increased dramatically from 1984 to 1987: average monthly pay reported by those employed full-time increased almost 23%; average hourly pay reported by those working part-time, by almost 50%.

Regarding the ways in which their community college courses helped respondents in their jobs, a dramatic shift occurred in 1986:

- In 1984 and 1985, more than 57% said the courses helped them <u>obtain</u> a job, 16% said courses helped them <u>perform</u> on the job, and 4% said courses helped them <u>advance</u>.

- In 1986 and 1987, only about 25% said courses helped them <u>obtain</u> their job, while the percentage who said their courses helped them <u>perform</u> or <u>advance</u> on the job increased to around 32% and 24%, respectively. This shift also occurred to a lesser degree among respondents who enrolled primarily to improve existing job skills.

Although they had enrolled primarily to prepare for a new job, more than one-third of these respondents had continued their education:

- Around 17% had reenrolled at a community college (primarily in Los Rios); approximately 9% transferred to a four-year institution; and another 11% had continued their education but did not identify their school.

Table 6
EDUCATIONAL GOAL: OCCUPATIONAL PREPARATION

	1984	1985	1986	1987
Basic Data and Ratings				
Number Stating "Occupational Preparation" Goal	N=812	N=852	N=657	N=561
Percentage of Total Survey Responses	39.9%	42.0%	34.1%	36.3%
AA/AS in General Education/Interdisciplinary	13.5%	15.0%	11.3%	12.1%
AA/AS or Certificate in Occupational Program	53.3%	55.9%	51.6%	56.0%
No Award	33.1%	29.1%	37.1%	31.9%
Satisfaction with Educational Experience (5=Highest)	4.21	4.22	4.28	4.30
Usefulness of Training in Performance of Job (5=Highest)	4.01	4.06	4.13	4.09
Employment Status at Time of Survey	N=806	N=849	N=652	N=558
Employed (Includes Full-time Military)	78.8%	80.4%	84.5%	84.4%
Not in Labor Force	9.7%	9.3%	7.2%	9.0%
Unemployed, Actively Seeking	11.5%	10.2%	8.3%	6.6%
Among those who provided detailed employment data:	N=607	N=641	N=510	N=439
Employed in Sacramento Valley Area	87.5%	83.0%	91.3%	95.4%
Employed in San Francisco Bay Area	6.2%	8.9%	2.6%	1.9%
Employed in Field Related to College Courses	70.3%	72.5%	73.9%	72.9%
Employed in Same Field Before College	34.7%	28.4%	31.9%	34.9%
Increase in Related Employment	35.6%	44.1%	42.0%	38.0%
Average Monthly Pay (Full-time Employees)	$1411	$1553	$1539	$1731
Average Hourly Pay (Part-time Employees)	$7.36	$9.16	$8.83	$11.03
Average Weekly Hours of Employment	37.2	37.3	36.7	38.2
Courses Helped Obtain Job	57.4%	61.2%	24.3%	27.3%
Courses Helped Perform on Job	17.0%	16.2%	33.4%	30.3%
Courses Helped Advance on Job	5.1%	4.1%	26.0%	22.6%
Educational Status at Time of Survey	N=812	N=852	N=657	N=561
Transferred to UC/CSU Systems	9.6%	7.4%	5.9%	7.0%
Transferred to Other 4-Year Schools	2.1%	1.5%	2.0%	2.0%
Reenrolled in a Community College (Primarily in LRCCD)	8.1%	17.6%	18.7%	16.6%
Continued Education but College Not Identified	13.7%	11.0%	11.7%	11.8%
Percent Who Continued Education	33.5%	37.6%	38.4%	37.3%
Percent Who Did Not Continue Education	66.5%	62.4%	61.6%	62.7%

EDUCATIONAL GOAL: OCCUPATIONAL RETRAINING

Respondents whose primary educational goal was to improve existing job skills represented 21% of all respondents in 1984. This proportion decreased gradually to 14% in 1987. The responses of this group are summarized in Table 7. As the data show:

- More than 54% of these respondents in the 1984 survey left college without completing a degree or certificate. This proportion increased over the four-year period to almost 59% in 1987.

- Slightly more than one-third of this group earned associate degrees or certificates in occupational programs, with around 9% completing degrees in general education or interdisciplinary programs.

- These respondents expressed a high degree of satisfaction with their educational experience, rating it 4.2 or higher each year (5 = highest). The usefulness of their training in the performance of their job was rated 4.0 or above.

With regard to employment,

- Approximately 90% of this group were employed at the time they were surveyed, and they had the lowest rate of unemployment among the four respondent groups being examined (usually under 5%). While the proportion who were "not in the work force" varied quite a bit from year to year, it was also very low (averaging about 5%).

- Of those who provided more detailed employment data, approximately 92% worked in the Sacramento Valley area, and from 2% to 5% were in the San Francisco Bay area. These proportions varied from year to year.

- Increase in related employment which might be attributed to college attendance was determined by comparing the percentage of those employed in a field related to their major before enrollment and after completion of their community college courses. While percentages for both of these criteria increased steadily over the four-year period, the after-college figures showed 5% to 10% more of this group of respondents reporting related employment.

- Average monthly pay reported by respondents working full-time increased by 34% between 1984 and 1987, while hourly pay for respondents working part-time increased by 57%. The average number of weekly hours of employment showed a slight decrease during the same period.

- Respondents who said their courses helped them <u>obtain</u> a job comprised 23% in 1984 and 1985, but only 10% in 1986 and 1987, while those indicating their courses helped them <u>advance</u> on the job showed the opposite trend: from 12% in the first two years to 30% in 1986 and 1987. Since respondents could check any or all of these options, the reason for these changes is not clear. The proportion of respondents who said their courses helped them <u>perform</u> their job was fairly stable (about 47%).

Approximately one-third of these respondents had continued their education. While the percentages fluctuated considerably, overall figures for the four-year period show that:

- Approximately 15% reenrolled at a community college; around 7% transferred to a four-year school; and some 12% continued but did not identify their school.

Table 7

EDUCATIONAL GOAL: OCCUPATIONAL RETRAINING

Basic Data and Ratings	1984	1985	1986	1987
Number Stating "Occupational Retraining" Goal	N=434	N=396	N=276	N=216
Percentage of Total Survey Respondents	21.3%	19.5%	14.3%	14.0%
AA/AS in General Education/Interdisciplinary	9.9%	10.4%	9.1%	7.4%
AA/AS or Certificate in Occupational Program	35.9%	35.6%	34.8%	33.8%
No Award	54.1%	54.0%	56.2%	58.8%
Satisfaction with Educational Experience (5=Highest)	4.15	4.18	4.19	4.21
Usefulness of Training in Performance of Job (5=Highest)	4.03	3.97	4.12	4.11
Employment Status at Time of Survey	N=433	N=393	N=275	N=214
Employed (Includes Full-time Military)	88.5%	88.0%	92.4%	92.1%
Not in Labor Force	5.3%	7.4%	5.8%	3.3%
Unemployed, Actively Seeking	6.2%	4.6%	1.8%	4.7%
Among those who provided detailed employment data:	N=357	N=338	N=242	N=170
Employed in Sacramento Valley Area	91.4%	92.1%	94.5%	90.6%
Employed in San Francisco Bay Area	5.3%	3.9%	2.4%	5.0%
Employed in Field Related to College Courses	81.0%	83.7%	85.5%	88.8%
Employed in Same Field Before College	75.8%	73.7%	77.8%	80.2%
Increase in Related Employment	5.2%	10.0%	7.7%	8.6%
Average Monthly Pay (Full-time Employees)	$1764	$1822	$1960	$2371
Average Hourly Pay (Part-time Employees)	$6.98	$6.39	$8.45	$10.94
Average Weekly Hours of Employment	40.8	38.8	40.1	38.8
Courses Helped Obtain Job	23.5%	23.2%	10.0%	9.8%
Courses Helped Perform on Job	47.9%	46.4%	48.5%	46.2%
Courses Helped Advance on Job	12.5%	11.9%	28.9%	30.6%
Educational Status at Time of Survey	N=434	N=396	N=276	N=216
Transferred to UC/CSU Systems	5.5%	7.8%	4.7%	2.3%
Transferred to Other 4-Year Schools	2.3%	1.5%	1.4%	1.4%
Reenrolled in a Community College (Primarily in LRCCD)	11.1%	15.7%	19.2%	14.8%
Continued Education but College Not Identified	13.1%	11.1%	10.1%	14.8%
Percent Who Continued Education	32.0%	36.1%	35.5%	33.3%
Percent Who Did Not Continue Education	68.0%	63.9%	64.5%	66.7%

EDUCATIONAL GOAL: PERSONAL INTEREST

Respondents who indicated they had enrolled primarily for reasons of personal interest comprised less than 10% of all respondents to the 1984 and 1985 surveys. In 1986 their proportion increased to 17.5% of the total, and in 1986 it was just under 16% (Table 8).

- Although these respondents indicated no degree goal, more than 50% in each survey had in fact completed an associate degree or certificate (about evenly divided between general and occupational programs).

- These respondents expressed a high degree of satisfaction with their educational experience, rating it 4.2 or above (5 = highest) in each of the four years.

Regarding their employment status at the time of the survey,

- The proportion who were employed at the time they were surveyed increased from 65% in 1984 to almost 77% in 1987.

- The percentage who indicated they were not working and not seeking employment decreased from 29% to under 19% in the same period. The proportion who indicated they were actively seeking employment fluctuated between 5% and 6%.

- Among those who were employed, the percentage working in the Sacramento Valley area declined slightly from 95% in 1984 to 92% in 1987, and the proportions working in the San Francisco Bay area also showed a slight drop, from 4% to under 3%.

- Average monthly pay reported by respondents employed full-time increased a modest 7.4% over the four-year period. Average hourly pay reported by those employed part-time increased by 22%. The average weekly hours reported by employed respondents decreased, from 39 in 1984 to under 36 in 1987.

With respect to educational status,

- The proportion of these respondents who had reenrolled in college by the time they were surveyed increased from 33% in 1984 to 44% in 1987.

- More than 11% had transferred to the CSU or UC systems and around 2% to private or out-of-state schools.

- Among respondents to the last three surveys, approximately 18% had reenrolled in a community college and 10% had continued but did not identify their school (the data for these two categories were slightly skewed in 1984).

Table 8
EDUCATIONAL GOAL: PERSONAL INTEREST

	1984	1985	1986	1987
Basic Data and Ratings				
Number Stating "Personal Interest" Goal	N=197	N=188	N=337	N=246
Percentage of Total Survey Respondents	9.7%	9.3%	17.5%	15.9%
AA/AS in General Education/Interdisciplinary	26.9%	30.3%	26.4%	28.5%
AA/AS or Certificate in Occupational Program	23.4%	26.1%	26.7%	23.6%
No Award	49.7%	43.6%	46.9%	48.0%
Satisfaction with Educational Experience (5=Highest)	4.18	4.18	4.23	4.25
Employment Status at Time of Survey	N=195	N=185	N=336	N=243
Employed (includes Full-time Military)	64.6%	71.4%	75.0%	76.5%
Not in Labor Force	29.2%	22.7%	18.8%	18.5%
Unemployed, Actively Seeking	6.2%	5.9%	6.3%	4.9%
Among those who provided detailed employment data:	N=121	N=126	N=228	N=172
Working in Sacramento Valley Area	94.7%	93.8%	93.8%	92.0%
Working in San Francisco Bay Area	3.9%	3.7%	3.1%	2.7%
Average Monthly Pay (Full-time Employees)	$1838	$1714	$1952	$1974
Average Hourly Pay (Part-time Employees)	$7.36	$8.20	$8.72	$8.99
Average Weekly Hours (If Employed)	39.4	37.5	36.5	35.8
Educational Status at Time of Survey	N=197	N=188	N=337	N=246
Enrolled in UC/CSU System	7.6%	11.2%	13.6%	13.0%
Enrolled in Private or Out-of-State 4-year School	1.5%	1.1%	1.8%	3.7%
Reenrolled in a Community College (Primarily in LRCCD)	9.1%	15.4%	19.9%	17.5%
Continued Education but School Not Identified	14.7%	10.1%	9.8%	10.2%
Percent Who Continued Education	33.0%	37.8%	45.1%	44.3%
Percent Who Did Not Continue Education	67.0%	62.2%	54.9%	55.7%

"NONRETURNING" STUDENTS: ANOTHER LOOK

"Nonreturning" Students (NRSs) in these studies were those who (1) completed an advanced occupational course during a particular academic year; (2) did not receive a degree or certificate; and (3) did not return to the same college the following fall semester. This definition is important, since surveys were conducted during the following spring semester and some respondents had actually reenrolled by they time they responded. It should also be kept in mind that this section represents "another look" at the nongraduates among the four educational goal groups discussed in the previous sections. As Table 9 indicates:

- NRSs comprised around one-third of the survey population in each year, 1984-1987.
- These respondents expressed a high degree of satisfaction with their educational experience, with a rating of 4.1 or higher (5=highest) in each of the four surveys.

With regard to primary educational goal,

- The percentages who checked "university transfer credit" fluctuated during the four-year period but showed a net gain (from 11% in 1984 to 18% in 1987), as did the percentages who enrolled for personal reasons (from 15% to 23% in the same period). On the other hand, NRS enrollment for occupational preparation or retraining showed a fairly steady decline, from 74% in 1984 to 59% in 1987.
- The proportion who enrolled only for certain courses, rather than for a specific program, fluctuated from year to year but always exceeded 42%, and approximately one-third of all NRSs indicated their educational goals were fully completed.

When asked their reason for not reenrolling,

- Approximately 30% indicated they had completed the program or courses they desired.
- The proportions citing job-related reasons (found/seeking work or a conflict of hours) fluctuated but decreased overall from 23% in 1984 to 18% in 1987.
- Of the reasons over which the colleges might have some degree of control, "availability of courses inadequate" was checked by approximately 7% each year. Three other options combined (grade problems, dissatisfaction with instruction, or with courses) accounted for fewer than 3% of all NRS responses to this item.
- Personal/family reasons were checked by between 18% and 33% of these respondents.

With respect to employment,

- The proportions of this group who were employed increased from 79% in 1984 to 83% in 1987; the percentages for "not in labor force" and "unemployed, actively seeking" decreased slightly. Average monthly salaries of full-time workers increased by 25% between 1984 and 1987; average hourly pay for part-time workers increased by 57%.

More than 40% of all these "nonreturning" students actually continued their education within one year after leaving their Los Rios college:

- More than 11% transferred to a four-year university; around 18% reenrolled at a community college; and some 11% continued but did not identify their school.

Table 9
"NONRETURNING" STUDENTS

	1984	1985	1986	1987
Basic Data and Ratings				
Nonreturning Nongraduates (NRSs)	N=679	N=641	N=649	N=517
Percentage of Total Respondents	33.3%	31.5%	33.6%	33.2%
Satisfaction with Educational Experience	4.08	4.14	4.14	4.17
Educational Goal/Completion of Goal	N=677	N=638	N=645	N=516
University Transfer	11.1%	14.7%	13.6%	17.8%
Occupational Preparation	39.7%	38.9%	37.8%	34.7%
Occupational Retraining	34.7%	33.5%	24.0%	24.6%
Personal Interest	14.5%	12.9%	24.5%	22.9%
Goal Required Degree/Certificate	47.4%	49.2%	54.6%	47.8%
Enrolled Only for Certain Courses	48.2%	46.3%	42.2%	47.8%
Goals Fully Completed	34.5%	33.9%	29.3%	36.3%
Reasons for Not Reenrolling	N=643	N=601	N=585	N=475
Completed Degree/Certificate/Desired Courses	36.2%	29.8%	26.7%	29.9%
Transferred to Another College	8.2%	10.0%	9.2%	10.1%
Found or Seeking Employment	9.0%	10.3%	4.8%	5.9%
Job Hours Conflict with School	13.7%	13.0%	10.4%	12.4%
Moved Out of Area/Transportation Problems	4.4%	5.0%	4.4%	4.8%
College Was Too Expensive	0.9%	1.5%	2.1%	0.4%
Availability of Courses Inadequate	6.7%	6.8%	7.0%	7.2%
Grade Problems/Dissatisfied with Instruction/Courses	3.3%	2.3%	2.1%	2.7%
Personal/Family or Other Reasons	17.6%	21.3%	33.3%	26.5%
Employment Status at Time of Survey	N=673	N=637	N=646	N=513
Employed (Includes Full-time Military)	79.3%	79.4%	81.3%	82.8%
Not in Labor Force	12.3%	13.0%	12.4%	10.9%
Unemployed, Actively Seeking	8.3%	7.5%	6.3%	6.2%
Among those who provided detailed employment data:	N=368	N=347	N=374	N=340
Working in Sacramento Valley Area	91.6%	89.2%	92.8%	93.8%
Working in San Francisco Bay Area	4.5%	5.4%	3.3%	2.4%
Average Monthly Pay (Full-time Employees)	$1657	$1724	$1824	$2076
Average Hourly Pay (Part-time Employees)	$6.56	$8.03	$8.06	$10.32
Average Weekly Hours of Employment	38.9	38.0	36.8	38.1
Educational Status at Time of Survey	N=679	N=641	N=649	N=517
Enrolled in 4-Year College/University	11.0%	14.5%	11.1%	11.6%
Reenrolled in a Community College (Primarily in LRCCD)	10.6%	19.2%	24.2%	18.8%
Continued Education but School Not Identified	12.7%	8.7%	10.9%	11.8%
Percent Who Continued Education	34.3%	42.4%	46.2%	42.2%
Percent Who Did Not Continue Education	65.7%	57.6%	53.8%	57.8%

IN CONCLUSION

FOUR-YEAR RETROSPECTIVE

Perhaps the most interesting aspect of all the data comparisons in this report is the consistency among responses over the four years to several important questionnaire items. This is especially important given the breadth of the data base:

- A total of 16,284 questionnaires were mailed to former students of the Los Rios Community College District in four separate annual surveys (1984-1987).

- The survey populations included all graduates and certificate earners (except summer session graduates in the first two years) as well as an annual cohort of nongraduates selected to meet federal and state reporting requirements.

- The 7,564 responses represented an overall adjusted response rate of 50.1%.

The most consistent responses were found when respondents were asked to rate their community college experience in various ways. On a five-point scale (where 5 was the highest possible rating):

- Satisfaction with their educational experience in general received an average rating of 4.2 or above in each of the four surveys, with more than 99% of all respondents answering this item.

- Quality of instruction, instructor interest, and content of courses each received average ratings of 4.1 or above in each of the four surveys, and the rankings of these characteristics (1, 2, 3, respectively) were exactly the same in each survey. Around 93% of all respondents answered this item.

- Respondents with university transfer goals rated their preparation for transfer at 4.1 or above in the last three surveys; respondents with job-oriented goals rated the usefulness of their college training in job performance at 4.0 or above in all four surveys. Almost 76% of each group of respondents answered the respective items.

This series of follow-up studies provided a key component of the Los Rios Student Flow Research Model, which outlines the framework for institutional research in the district. This student-centered research model examines whether what we are doing in specific programs and services is working. The student follow-up surveys have provided answers to that question from the perspective of the students. The data in these reports confirm that our students enroll for a variety of reasons and that they are generally successful in achieving their educational goals. When surveyed approximately one year after leaving their Los Rios college:

- More than 68% of respondents whose goal was university transfer had transferred to a four-year institution, and another 17% were still continuing their education at a community college (often in Los Rios) or at a school not identified.

- Among respondents who enrolled primarily to prepare for a new job, more than 72% of those who provided employment information were employed in a field related to their training; only about one-third had been in that field prior to enrolling in college.

The success of the Measures of Progress studies also contributed to the decision by the district to initiate another survey which evaluated the Los Rios Transfer Centers after their first year of operation (Ruden, 1987). Los Rios was the first district in the state to conduct such an evaluation of its transfer centers.

CHANGES IN REPORTS: FOCUS AND FORMATS

A second important outcome of these student follow-up activities has been the development of a dynamic process in which institutional research procedures have been revised in both focus and format in response to the needs of different constituencies.

The first two reports, which summarized the data for the district as a whole, were presented to the Los Rios Board of Trustees and distributed to other policymakers at both local and state levels. The reports were useful in affirming to the legislature and to other agencies examining California's community colleges that, at least in Los Rios, students were meeting their various educational goals and were generally more than satisfied with their community college experience.

The data provided in these reports also helped to correct an important misconception with respect to a large segment of community college students: those who attend and then leave without completing a degree or certificate program. The studies showed that rather than being "drop-outs," these "nonreturning" students could be described more accurately as "drop-ins." They enrolled for specific reasons, accomplished their short-term goals, were well satisfied with their educational experiences, and stopped out for a semester or two with the stated intention of reenrolling again in the future.

Each of the first two Measures of Progress reports also included a College Tables Addendum which provided college-level aggregate data displayed in tables corresponding to those in the major report, enabling staff at the district's three colleges to compare responses of their former students with those from the other colleges and with the districtwide statistics. As an added service, a summary of responses and a computer printout of the data by program was made available to interested staff upon request. Several college staff members took advantage of this option and prepared their own comparisons of the various major programs within their departments.

As a result of this interest at the departmental level, and at the request of the colleges' Occupational Education deans, a distinct change was made in the format for the 1986 report: a four-page summary was prepared for each occupational program at each college having ten or more responses. (A copy of the report form is included in the Appendix.) Summaries of aggregate data for each college and for the district as a whole were prepared in the same format, and an Executive Summary describing the overall results in narrative form was also provided. The report was assembled in loose-leaf binders to permit duplication or distribution of individual sections if desired. For the 1987 report, the same format was used and summaries for nonoccupational programs having ten or more responses were added.

As faculty and administrators have become more aware of the availability of such program-specific data, they have become increasingly interested in using the information for program review and curriculum development. This, in turn, has spawned other requests for historical and summary data regarding college programs to be provided by the Office of Planning and Research. Thus the process for student follow-up research continues to be refined.

PROCESS AND OUTCOMES EVALUATION

A third important result of the Measures of Progress series has been the ability to match the student evaluations of the institutional processes they went through in Los Rios (the programs and services) with the outcomes they achieved (degrees obtained, income earned, job acquisition or mobility). And in some cases the results were illuminating, as in the nonreturning/nongraduate student situation described above. In addition, linking student goals to both their survey responses and the outcomes achieved proved to be an important measure of the students' success, as well as a good indicator of institutional effectiveness.

THE FUTURE

The uses to which the results of the student follow-up surveys and the Measures of Progress reports are being put--for curriculum development, program review and improvement, and departmental discussions of their students' success--provide evidence of the usefulness of the information. In addition, the users of the information at the college and department levels are working more closely with their college and district research offices to learn what the information means and how best to use it, and to provide crucial feedback to the researchers about ways to improve the information.

This is the key test of institutional research: it should generate discussion and, where necessary, positive change. At its best, institutional research is a two-way process, influenced by users' needs as well as by research methods and evaluation criteria. The Measures of Progress series of reports has benefitted from both, and will continue to do so in the future.

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APPENDIX

STUDENT FOLLOW-UP SURVEY QUESTIONNAIRE

Los Rios Community College District

College Code: 23 24 25 26 | Date: Mo. 28 29 Yr. 32 33

22

AMERICAN RIVER COLLEGE
4700 College Oak Drive
Sacramento, CA 95841

Completion Code: 35 | TOP Code: 37 38 39 40 41 42

Major Code: 44 45 46 47 | Target Pop. Code: 51 HNCP, 52 LEP, 53 DAVT, 54 | Special Code: 55

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

62

Note: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW

SECTION A EVERYONE SHOULD ANSWER THIS SECTION.

Please respond below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major _____
(at our college)

SEX (70)
1 Male
2 Female

ETHNIC GROUP (71)
1 American Indian or Alaskan Native
2 Asian or Pacific Islander
3 Black, not of Hispanic origin
4 Filipino
5 Hispanic
6 White, not of Hispanic origin
7 Nonresident Alien

AGE GROUP (72)
1 16-19
2 20-24
3 25-29
4 30-34
5 35-44
6 45-54
7 55-64
8 65 or +

1 What was your PRIMARY objective in attending our college?

42 Improvement of existing "job skills"
43 Preparation for "job to be obtained"
44 University transfer credit
45 Personal interest
46 Other (describe) _____

2 To what extent has this objective been completed?

48
1 Fully completed
2 Partially completed
3 Not completed

3 Do you plan to pursue this objective further?

49
1 Yes: Where?
2 No

50
1 At our college
2 At another two-year college
3 At a four-year university
4 Other (describe) _____

4 How much education is (or was) required to accomplish your educational objective at our college? (Check one)

51
1 Selected course(s)
2 Certificate program
3 Two-year associate degree program
4 Other (describe) _____

5 What was your PRIMARY reason for not reenrolling at our college this semester? (Check only most important reason.)

56 Completed associate degree or certificate
57 Completed desired courses
58 Transferred to another college
59 Found or seeking employment
60 Job hours conflict with school
61 Moved out of area / Transportation problems
62 College was too expensive
63 Availability of courses inadequate
64 Grade problems
65 Dissatisfied with quality of instruction
66 Dissatisfied with content of courses
67 Personal/family reasons not listed above
68 Other (describe) _____

6 What is your current EDUCATIONAL STATUS? (Check one)

71
1 Currently attending school
2 Not currently attending school

7 What is your current EMPLOYMENT STATUS? (Check one)

72
1 Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
2 Employed (Full-time military service)
3 Unemployed (Not employed, but actively seeking employment)
4 Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

8 Please rate COURSES COMPLETED IN YOUR MAJOR FIELD OF STUDY as to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to Question 9.

		Very Good 5	Good 4	Ave. 3	Poor 2	Very Poor 1
a.	Quality of instruction	74				
b.	Grading/Testing	75				
c.	Instructor interest	76				
d.	Content of course(s)	77				
e.	Instructional media	78				
f.	Class size	79				

9 IF YOU HAVE USED ANY OF THE FOLLOWING COLLEGE SERVICES, please rate them as to how well they fulfilled your individual needs.

		Very Good 5	Good 4	Ave. 3	Poor 2	Very Poor 1
a.	Financial aids	35				
b.	Counseling/advisement	36				
c.	Job placement services	37				
d.	Assessment center	38				
e.	Tutoring services	39				
f.	Learning center/labs	40				
g.	Student activities	41				
h.	Library services	42				
i.	Health center	43				
j.	Services for disabled	44				
k.	Veterans services	45				

10 Which statement best describes your feeling about your educational experience at our college?

46
5 Very satisfied
4 Satisfied
3 Average
2 Disappointed
1 Very disappointed

34

OVER PLEASE!

SECTION B

If You Are Currently Employed or IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

1 Please provide the following information on your present job.

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State (48-52) Zip Code

Your Job Title

Your Job Duties

We periodically survey employers to help us evaluate our courses and advise us on other courses or programs which are needed. If we may contact your immediate supervisor for such a survey, please indicate:

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

2 Is this job related to the courses you have completed at our college?

53 [1] Yes, it is directly or closely related
[2] No, it is only remotely related or not related at all

3 If your occupational area is NOT related to the courses you have completed at our college, please check each reason which applies. If occupational area is related to courses completed, go to Question 6.

54 ☐ Transferred to a four-year college
55 ☐ Not sufficiently qualified for job in field of preparation
56 ☐ Preferred to work in another field
57 ☐ Found better paying job in another field
58 ☐ Could not find a job in field of preparation
59 ☐ Worked previously in field of preparation, but changed
60 ☐ Other (describe) _____

4 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with that from others in your field of study, will provide valuable help to others in their career planning.

(Check one)

$_____.____ PER 1 ☐ 2 ☐ 3 ☐ 4 ☐
62-68 (70) HOUR WEEK MONTH YEAR

5 The salary in the preceding item is based on how many hours per week employment?

_____ Hours per week
(71-72)

6 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

74 [1] Yes
[2] No

7 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

75 [5] Very good
[4] Good
[3] Average
[2] Poor
[1] Very poor

8 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

76 ☐ Helped to obtain job
77 ☐ Helped performance on present job
78 ☐ Helped advance on present job
79 ☐ None of the above
80 ☐ Other (describe) _____

SECTION C

If You Have Enrolled in COLLEGE SINCE LEAVING OUR COLLEGE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

1 Please respond below regarding your current (or most recently attended) college.

Name of College

City and State

Major Field of Study (at college indicated above)

☐☐☐☐ TC (College use only) TM ☐☐☐☐
35 36 37 38 40 41 42 43

2 Did you have problems transferring to the college indicated above?

45 [1] ☐ Yes; What? •
[2] ☐ No

46 ☐ Transferring units
47 ☐ Transcript problems
48 ☐ Admission problems
49 ☐ Other (describe) _____

3 How many units earned at our college were not accepted at the college indicated above?

51 [1] All units accepted
[2] Lost 1-3 units
[3] Lost 4-6 units
[4] Lost 7-12 units
[5] Lost 13-21 units
[6] Lost more than 21 units

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

STATUS
53 [1] ☐ Part-time Student (Fewer than 12 units)
[2] ☐ Full-time Student (12 or more units)

CLASSIFICATION
54 [1] ☐ Freshman
[2] ☐ Sophomore
[3] ☐ Junior
[4] ☐ Senior
[5] ☐ Graduate Student

5 How well did the courses you completed at our college prepare you for continuing your education?

56 [5] Preparation was excellent
[4] Preparation was satisfactory
[3] Good in some areas only
[2] Fair; all areas could have been better
[1] Preparation was inadequate

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 Approximately how many units have you completed at our college?

UNITS

60 [1] None
[2] ½ - 15½
[3] 16 - 29½
[4] 30-45½
[5] 46 - 59½
[6] 60 or more

2 How do you see the course(s) completed at our college in terms of your career plans?

62 ☐ Of immediate, direct benefit
63 ☐ Of long term, direct benefit
64 ☐ Of indirect benefit
65 ☐ Of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

67 [1] ☐ Yes What courses? _____
[2] ☐ No

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the space below (front and back) for your comments.

SPACE BELOW RESERVED FOR COMMENTS

EXECUTIVE SUMMARIES

MEASURES OF PROGRESS:

STUDENT FOLLOW-UP SURVEYS

Los Rios Community College District

Spring 1984 - Spring 1987

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

DAVID MERTES
Chancellor/Superintendent

MEASURES OF PROGRESS: SPRING 1984 STUDENT FOLLOW-UP SURVEY

EXECUTIVE SUMMARY

In Spring 1984 the Los Rios Community College District conducted a survey of 4,280 former students who had attended one of the district's three colleges (American River, Cosumnes River, or Sacramento City) in Fall 1982 or Spring 1983. The survey population included all those who had received an associate degree or certificate of achievement, plus nongraduate/nonreturning students for whom follow-up is required for Vocational Education Data System (VEDS) reports. A total of 2,042 responses were received, for an adjusted response rate of 51.6% (VEDS graduates, 57.3%; VEDS nongraduates, 44.2%; non-VEDS graduates, 55.6%).

The survey included questions regarding the former students' educational and career goals, employment and educational status, and perceptions of the programs and services offered by the colleges. Results are reported for three groups of respondents:

- *General Education Graduates (referred to as GE GRADs)*--those who received associate degrees in general education or liberal arts majors (662 respondents, or 32.4% of the total);
- *Occupational Education Graduates/Certificate Earners (OE GRADs)*--those who completed a major program considered "occupational" for VEDS reporting (701 respondents, or 34.3%);
- *Nonreturning Students (NRSs)*--those who completed a course designated as "advanced occupational" but received no formal award (679, or 33.3% of the total).

Demographic profiles reveal marked differences among these three groups:

- The GE GRADs had the largest percentage of females (63%), while 54% of the NRSs were female; the OE GRADs were almost evenly divided as to gender.
- The GE GRADs were also the youngest of the responding groups; their median age was 24.4 years, as compared to 28.9 for the OE GRADs and 31.5 years for the NRSs.
- Differences among the three groups were less pronounced with respect to ethnicity. The proportions of whites varied only 3% among the groups, from 75% among GE GRADs to 78% of NRSs. Asians comprised the largest minority group in each category, and their proportion was higher among the GE GRADs than in the other two groups. The proportion of blacks was also slightly higher among the GE GRADs, but other ethnic breakdowns varied no more than 1%.

Responses to questions concerning **primary educational goals, major programs of study, and employment/educational status** also showed distinct contrasts among the three responding groups:

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Of the GE GRADs,

- Almost 69% had attended the community college primarily to earn university transfer credit, and 69% of them were enrolled in a college or university at the time of the survey. Almost 90% of those attending were at a four-year university, more than 7% were at a California community college, and nearly 3% had transferred out of state. More than 73% were full-time students.

- More than 75% had completed 60 or more units at the college conducting the survey; at the transfer school, almost 69% were classified as juniors and 27% were senior or graduate students.

- At the community college, almost 38% had majored in general education or liberal arts, 25% in business, and 15% in math or the physical sciences. At the transfer college, 26% were in business and 17% in social/behavioral sciences; 8% were still undecided as to their major.

- Only 23% had attended the community college for job-related reasons (improvement of job skills/preparation for a new job). While 61% were employed at the time of this survey, 44% were working part-time (fewer than 35 hours per week) and 66% were employed in a field not related to their community college major. More than 29% were not employed and not seeking employment, while 10.2% were actively seeking work. Among those employed, 91% were working in the Sacramento area.

- Those who were employed full time reported an average monthly salary of $1539; when part-time employment is included, the monthly average was $1147. These averages are the lowest of the three responding groups, which is understandable since they averaged fewer hours of work per week, were younger, and were more likely to be employed in a field unrelated to their major.

Among OE GRADs,

- Almost 85% had attended the community college primarily to prepare for a new job or to upgrade job skills. At the time of the survey, more than 80% were employed, more than 10% were not employed and not seeking work, and 9.6% were actively seeking employment.

- Of those employed, 78% were working full time. More than 76% were working in a field related to their community college major, whereas only 42% had been employed in that field prior to enrolling. Almost 84% were employed in the Sacramento area. Average monthly salaries reported by this group were $1548 for full-time employment and $1367 for all employment (full- and part-time).

- While only 9% had enrolled in a Los Rios college primarily to acquire university transfer credit, almost 33% were attending college at the time of this survey. Of these, almost 60% were attending a four-year university, nearly 37% were at a California community college, and 3.5% had transferred out of state. Fifty-two percent of all those enrolled were part-time students.

- Almost 70% had completed 60 or more units at the community college; among those who transferred, 55% were juniors and 26% had attained senior or graduate student status.

- At the community college, 36% had earned a degree or certificate in occupational/trade fields, 22% in business, and 14% in allied health. At the transfer school, 23% were majoring in business, 11% in protective/social services, and 9% were still undecided.

Of the responding NRSs,

- Almost 75% had attended the community college primarily for job-related reasons, 11% sought university transfer credit and more than 14% had enrolled for personal or other reasons. More than 48% indicated their educational goal required only the completion of selected course(s) rather than a degree or certificate.

- Of the more than 79% who were employed, 88% were working in the Sacramento area; 82% were working full time and 66% were in a field related to their community college major. More than 12% were not employed and not seeking work; only 8.3% were actively seeking employment.

- The average monthly salaries reported by NRSs were $1499 for all employment and $1657 for those employed full time. These are the highest averages reported among the three responding groups, not surprising since the NRSs were older, more often employed full time and in a field related to their major, and more likely to have been employed in the field prior to enrolling, as compared to the other two groups.

- Nearly 29% were attending college at the time of this survey, 52% of these as part-time students. Almost 49% of those attending college had transferred to a four-year university, more than 48% were at a California community college, and almost 3% attended an out-of-state school.

- Almost 25% of those attending college had attained graduate standing at the time of the survey, indicating that many had previously attended college elsewhere and enrolled in Los Rios only to complete specific courses.

- At the community college, 25% had pursued occupational/technical majors; 27% were in business and 9% in protective services. Of those who transferred, 25% were majoring in business, 11% in occupational/technical fields, and 9% were still undecided.

When asked their primary reason for not reenrolling,

- The largest percentage in each responding group indicated they had completed the program or courses they desired (GE GRADs, 66%; OE GRADs, 72%; NRSs, 36%).

- Almost 23% of NRSs and 11% of OE GRADs checked job-related reasons; 19% of GE GRADs checked "transfer to another college."

- Personal/family reasons were cited by 9% of the NRSs but by only 2% of all graduates.

- Reasons over which the colleges might have some degree of control (inadequate course availability, dissatisfaction with instruction and/or course content, grade problems) accounted for less than 5% of total responses.

The three groups of respondents were fairly consistent in their **ratings of course characteristics, college services, and general satisfaction with their college experience.** On a 5-point scale (where 5 = Very Good),

- Quality of instruction, instructor interest, and course content were rated 4.0 or above by all three groups.
- Each group rated library services and learning center/labs 4.0 or above and also gave high ratings to veterans services, health centers, and services for the disabled.
- Almost all course characteristics and college services listed on the questionnaire were rated 3.5 or above, and ratings were fairly consistent among the three responding groups.
- General satisfaction with their college experience was rated 4.0 or above by all groups; among graduates, the rating was 4.3.
- College training in relation to its usefulness in job performance was rated 3.6 or above by each group, and 4.1 by OE GRADs.
- Preparation for continuing education was rated 3.7 by NRSs and approximately 4.0 by the two groups of graduates.

Other highlights:

- Almost 72% of all employed respondents indicated their courses had helped them obtain a job or to perform/advance in their job.
- More than 78% of total respondents indicated their courses would be of direct benefit in their career, and another 19% reported they would be of indirect benefit.
- More than 62% of all respondents, including 58%-62% of graduates, reported they planned to return to the same college to take additional courses at some time in the future.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

DAVID MERTES
Chancellor/Superintendent

MEASURES OF PROGRESS: SPRING 1985 STUDENT FOLLOW-UP SURVEY

EXECUTIVE SUMMARY

In Spring 1985 the Los Rios Community College District surveyed 4,084 former students who had attended one of the district's three colleges (American River College, Cosumnes River College, or Sacramento City College) in Fall 1983 or Spring 1984. Questionnaires were sent to all 1983-84 graduates and certificate earners as well as to certain nongraduate/nonreturning students for whom follow-up is required for Vocational Education Data System (VEDS) reports. The survey was designed to answer such questions as:

- What happens to our students after they leave their Los Rios colleges? Were their educational goals completed? If not, why did they leave?
- Are they employed? Where are they working, and how much do they earn? Are they working in fields related to their college programs? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Did the programs and services offered by the colleges meet their individual needs? Do they plan to return to Los Rios in the future?

Data from 2,033 responses (an adjusted response rate of 52.7%) were analyzed to provide answers to these and other questions of interest in educational planning. Survey results are reported for three groups of respondents:

- *General Education Graduates (referred to as GE GRADs)*--those who received associate degrees in general education or liberal arts majors (659 respondents, or 32.4% of the total);
- *Occupational Education Graduates/Certificate Earners (OE GRADs)*--those who completed a program considered "occupational" according to VEDS guidelines (733 respondents, or 36.1%); and
- *Nonreturning Students (NRSs)*--those who completed a VEDS "advanced occupational" course but received no award (641, or 31.5% of the total).

Demographic profiles reveal marked differences among these three groups:

- The GE GRADs included the largest percentage of females (almost 63%) and the highest percentage of ethnic minorities (almost 27%). They were the youngest group, with an average age of 28 and a median age of 24.9 years.
- OE GRADs had the smallest percentage of females (53%) and the smallest percentage of ethnic minorities (21.4%). Their average age was 31.6 years and their median age was 30.1.
- Almost 57% of the NRSs were female, and 24% were ethnic minorities. This was the oldest of the three groups, with an average age of 34.0 and a median age of 31.7 years.

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Responses to questions concerning primary educational goals, major programs of study, and employment/educational status also showed distinct contrasts among the three responding groups:

Of the 659 GE GRADs,

- Almost 57% had transferred to a four-year institution by the time of the survey; almost 10% were still attending a community college; and another 9% indicated they had continued their education after leaving Los Rios, but did not identify their school. Almost 66% of the GE GRADs reported they had enrolled in a community college primarily to earn university transfer credit.

- Of those who identified their college or university, 67% named a CSU campus and 12% had transferred to UC; 4% had enrolled in a California independent institution and 3% had transferred out of state. Almost 15% were still attending a California community college, primarily in Los Rios.

- Among those attending four-year school, 79% were juniors and more than 19% were seniors or graduate students. Almost 80% were attending full-time.

- At the community college, 34% had majored in general education/liberal arts, 26% in business, and 18% in physical science/mathematics. Of those who transferred to a four-year institution, 27% were in business and 13% in social/behavioral sciences; no other major field attracted as many as 7%.

- Almost 20% had attended the community college primarily to prepare for a new job and 6% wanted to improve existing job skills. Of the 64% who were employed at the time of the survey, two-thirds were working in jobs unrelated to their community college majors and 42% were employed part-time; 91% were working in the Sacramento area. Almost 29% were not working and not seeking work, while 7.3% were actively seeking employment.

- Salaries reported by those employed full-time averaged $1,533 per month; when part-time employment is included, the monthly average was $1,123. These averages are the lowest of the three responding groups, which is understandable since GE GRADs averaged fewer hours of work per week, were younger, and were more often employed in a field unrelated to their major.

Among the 733 OE GRADs,

- More than 65% had enrolled in a community college primarily to prepare for a new job and 19% to upgrade existing job skills. At the time of the survey, more than 84% were employed, 7.9% were actively seeking work, and 7.7% were not employed and not seeking work.

- Of the 84% who were employed (616 respondents), those working in a field related to their community college major increased from 36% before enrolling to 77% after graduating. Almost 83% were working in the greater Sacramento area and 10% in the San Francisco Bay/San Jose area; 78% were working full-time. Average monthly salaries reported by this group were $1,650 for full-time employment and $1,461 for all employment (full- and part-time).

- More than 11% had transferred to a four-year institution by the time of the survey, and 15% were still at a community college; another 12% indicated they had continued their education, but did not identify their school. Only 9% had enrolled at a community college primarily to earn university transfer credit. Of those attending a four-year school, 71% were juniors, 13% were seniors and almost 7% were graduate students; 67% were attending full-time.

- At the community college 37% had majored in occupational technology fields, 18% in business, and 17% in allied health. Of those who transferred to a four-year school, 17% were in business and almost 11% in pre-law or legal assisting; no other field attracted as many as 10% of these transfers.

Of the 641 responding NRSs,

- Thirty-nine percent had enrolled primarily to prepare for a new job; almost 34% wanted to improve existing job skills; 15% sought university transfer credit; and almost 13% had enrolled for personal or other reasons. More than 46% indicated their educational goal required only the completion of selected course(s) rather than a degree or certificate.

- Almost 80% were employed; of these 506 individuals, 89% were working in the Sacramento area and 81% were working full-time. Those employed in a field related to their community college major increased from 56% prior to enrolling to 68% after attending a Los Rios college. Only 7.5% of all NRSs were actively seeking employment; 13% were not employed and not seeking work.

- Average monthly salaries of NRSs ($1,522 for all employment and $1,724 for those employed full-time) were the highest reported among the three responding groups, not surprising when other factors are considered: NRSs were older and more often employed full-time; they were also more likely to have enrolled to improve existing job skills and to have been employed in their field prior to enrolling.

- Almost 15% had transferred to a four-year school by the time of the survey, and 19% were still attending a community college; another 9% reported they had continued their education after leaving Los Rios, but did not identify their school.

- Of those who had transferred to a senior institution, 89% reported they had no problem in doing so. More than 14% had transferred before attaining junior standing; 49% were juniors and 22% were seniors. More than 15% were graduate students, suggesting that many of these respondents had previously attended a four-year college and enrolled in a Los Rios college only to complete specific courses. Almost 70% were full-time students.

- At the community college, almost 30% had pursued business majors and 25% were in occupational trade/technology programs; more than 8% had not declared a major. Of those who transferred to a four-year school, 16% were in business, 15% in engineering, 11% in communications fields, and almost 10% were still undecided.

When asked their primary reasons for not reenrolling,

- More than 63% of the GE GRADs indicated they had completed their desired program or courses and almost 20% checked "transferred to another college." Five percent cited job-related reasons (job hours conflict with school; found or seeking employment).

- Among OE GRADs, 68% reported they had completed the programs or courses they desired, 6% had found or were seeking employment, and 4% indicated that job hours conflicted with school.

- Although they had received no formal award, 30% of responding NRSs reported they had completed the programs or courses they desired. Job-related reasons were cited by 23% (job hours conflict with school, 13%; found or seeking employment, 10%). Another 10% checked "transfer to another college." In addition, almost 12% of this group left because of personal/family reasons and 7% due to inadequate course availability.

- Reasons over which the colleges might have some degree of control (inadequate course availability, dissatisfaction with instruction and/or course content, or grade problems) accounted for only 4% of all responses. More than 8% of all respondents cited "other" undefined reasons.

Survey respondents gave high ratings to the courses and services provided by Los Rios colleges, and expressed satisfaction with their educational experience in general. On a 5-point scale (where 5 = the highest rating),

- Quality of instruction, instructor interest, and course content were rated 4.1 or above by all three groups.

- Each group rated library services and learning center/labs 4.0 or above. All course characteristics and college services on the questionnaire were rated 3.5 or above, and ratings were fairly consistent among the three responding groups.

- Satisfaction with their college experience in general was rated 4.1 or above by all groups; among graduates, the rating was 4.3.

- College training in relation to its usefulness in job performance was rated 3.6 or above by each group, and 4.1 by OE GRADs.

- Preparation for continuing education received an average rating of 4.1 from respondents who transferred to a four-year school; transferring GE GRADs gave a rating of 4.2.

When all responses were analyzed from the perspective of the respondents' primary educational goals, the data revealed that:

- Approximately 29% of all respondents had enrolled primarily to acquire university transfer credit; 42% to prepare for a new job to be obtained; 20% to upgrade existing job skills; and 9% for personal or other reasons.

- Of the 591 individuals who were seeking university transfer credit, 70% had transferred to a four-year institution by the time of the survey; 9% were still attending a community college, and another 9% were attending but did not identify their school. Only 13% had not continued their education.

- Among the 852 individuals who had enrolled primarily to prepare for a new job, more than 80% were employed at the time of the survey. The number who were employed in a field related to their community college training increased from 183 (22%) prior to enrolling to 465 (55%) after completing their Los Rios courses. While 10.2% of this group were actively seeking work at the time of the survey, more than 9% were not employed and not seeking work.

- Of the 393 respondents who enrolled to upgrade existing job skills, 88% were employed when surveyed. The number employed in a field related to their college courses increased from 247 (63%) before enrolling to 283 (72%) after attending a Los Rios college. Only 18 individuals (4.6%) were actively seeking work; more than 7% were not working and not seeking employment.

Other highlights:

- Almost 73% of all employed respondents indicated their courses had helped them obtain a job or to perform/advance in their occupational area.

- Almost 80% of total respondents indicated their community college courses would be of direct benefit in their careers, and another 18% reported they would be of indirect benefit.

- More than 61% of all those responding, including 55% of GE GRADs and 62% of OE GRADs, reported they planned to return to the same college to take additional courses at some time in the future.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

DAVID MERTES
Chancellor/Superintendent

MEASURES OF PROGRESS: SPRING 1986 STUDENT FOLLOW-UP SURVEY

EXECUTIVE SUMMARY

In Spring 1986 the Los Rios Community College District surveyed 4,280 former students who had attended one of the district's three colleges (American River College, Cosumnes River College, or Sacramento City College) in Fall 1984 or Spring 1985. Questionnaires were sent to all 1984-85 graduates and certificate earners and to certain nongraduate/nonreturning students for whom follow-up is required for Vocational Education Data System (VEDS) reports. The survey was designed to answer such questions as:

- What happens to our students after they leave their Los Rios colleges? Were their educational goals completed? If not, why did they leave?
- Are they employed? Where are they working, and how much do they earn? Are they working in fields related to their college programs? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Did the programs and services offered by the colleges meet their individual needs? Do they plan to return to Los Rios in the future?

Data from 1,933 responses (an adjusted response rate of 48.1%) were analyzed to provide answers to these and other questions of interest in educational planning. Survey results are reported for four groups of respondents, based on their stated educational goal:

- **University-Transfer Students**--those who enrolled primarily to earn university transfer credit (654 respondents, or 34.0% of the total). Of this group, 60.4% were female and 24.1% were ethnic minorities; their average age was 26.8.
- **Occupational Preparation Students**--those who enrolled primarily to prepare for a new job (657 respondents, or 34.1% of the total). Of these, 61.6% were female and 21.6% were ethnic minorities; their average age was 31.3.
- **Occupational Retraining Students**--those who enrolled primarily to improve existing job skills (276, or 14.3% of the total). Of this group, 54.3% were male, 22.4% were ethnic minorities; the average age was 36.5.
- **Personal Interest Students**--those who enrolled for personal or other undefined reasons (337 or 17.5%). Of these, 62% were female and 18.3% were ethnic minorities; their average age was 36.9.

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Analysis of the responses revealed distinct differences among these four groups with respect to employment and educational patterns, as well as marked similarities when rating college courses, services, and general satisfaction with their educational experience. Some of the more important findings of the study are discussed below.

Of the 654 who had enrolled primarily to earn university transfer credit,

- Almost 87% had completed an associate degree or certificate at their Los Rios college (primarily in general education or liberal arts majors).

- More than 69% had transferred to a four-year university by the time of the survey (55% to CSU, 9% to UC; 5% to a California private institution or an out-of-state school); almost 9% were still attending a community college (primarily in Los Rios); and another 8% had enrolled but did not identify their college. Only 14.1% had not continued their education.

- Almost 66% were employed at the time of the survey; 28% were not working and not seeking work, and 6.3% were seeking employment.

- Of those who provided employment data, 91.5% were working in the Greater Sacramento area; 51.5% were employed part-time and 60% were working in jobs <u>not</u> related to their community college courses. Average pay of those working part-time was $7.01 per hour; full-time employees averaged $1608 per month.

- At the community college, 31% had majored in general education/liberal arts, 20% in business, 15% in physical science/math, and 9% in social or behavioral sciences. Among those who transferred to a four-year school, 27% were majoring in business and 15% in social/behavioral science; no other major field attracted as many as 7% of the transfers. Almost 81% were attending full-time; nearly 67% were juniors and 30% were seniors or graduate students.

Among the 657 respondents who had enrolled primarily to prepare for a new job,

- Almost 85% were employed at the time of the survey; 8.3% were actively seeking employment, and 7% were not working and not seeking work.

- Among those who provided employment data, the number employed in jobs related to their community college training increased from 163 (32%) prior to enrolling to 377 (74%) after completing their Los Rios courses. More than 89% were working in the Greater Sacramento area and almost 78% were employed full-time. Average pay for full-time employees was $1539 per month; for those working part-time, $8.83 per hour.

- Almost 63% had completed a degree or certificate at their Los Rios college (52% in occupational programs; 11% in general education/liberal arts). Almost 19% were still attending a community college (primarily in Los Rios); 8% had transferred to a four-year institution; and 12% had continued their education but did not identify their school.

- At the community college, 32% had majored in occupational technologies, 26% in business, and 15% in allied health fields. Of those who transferred to a four-year school, 20% were majoring in business, 17% in protective or social services, and 11% each in allied health and communications. More than 63% were attending full-time; 65% were juniors and 23% were seniors or graduate students.

Of the 276 individuals who had enrolled primarily to improve existing job skills,

- 92% were employed at the time of the survey, 6% were not working and not seeking work, and only 1.8% were actively seeking employment.

- Among those who provided employment data, the number employed in a field related to their community college training increased from 186 (78%) before enrolling to 207 (85.5%) after attending a Los Rios college. Almost 89% were employed full-time and 95% were working in the Greater Sacramento area. Average pay for those working full-time was $1960 per month; part-time employees averaged $8.45 per hour.

- Almost 44% had earned an associate degree or certificate at their Los Rios college (35% in occupational programs; 9% in general education/liberal arts). More than 19% were still attending a community college (primarily in Los Rios), 6% had transferred to a four-year institution, and 10% had continued their education but did not identify their school.

- At the community college, 39% majored in business and 34% in occupational technologies. Among those who had transferred to a four-year school, 47% were majoring in business and 12% in education. Almost 82% were attending part-time; 80% were juniors and 20% were graduate students.

Of the 337 respondents who reported they enrolled primarily for personal interest reasons,

- More than 53% had earned an associate degree or certificate at their Los Rios college (27% in occupational programs; 26% in general education/liberal arts).

- Almost 20% were still attending a community college (primarily in Los Rios); 16% had transferred to a four-year college or university; and 10% indicated they had continued their education but did not identify their school.

- At their community college, 28% had majored in business and 19% in occupational technologies. Of those who had transferred to a four-year institution, 21% were majoring in business, 12% in education, and another 12% in social/behavioral science. Almost 71% were attending full-time; 68% were juniors and 32% were seniors or graduate students.

- At the time of the survey, 75% were employed and 19% were not employed and not seeking employment; 6.3% were actively seeking work.

- Of those who provided employment data, 93% were working in the Greater Sacramento area; 76% were employed full-time, and 52% worked in an area <u>not</u> related to their community college courses. Average pay for full-time employment was $1952 per month; part-time employees averaged $8.72 per hour.

Survey respondents gave high ratings to the courses they had completed in their major field and college services they had used, and to their educational experience in general. On a 5-point scale (where 5 = the highest rating),

- Satisfaction with their college experience in general was rated 4.2 or above by all groups.
- Quality of instruction, instructor interest, course content, and library services received average ratings of 4.1 or above.
- All course characteristics and college services on the questionnaire were rated 3.4 or above, and ratings were fairly consistent among the four responding groups.
- Preparation for continuing education received an average rating of 4.1 from all respondents as well as from those who enrolled primarily to earn transfer credits.
- College training in relation to its usefulness in job performance received an overall rating of 3.9, and was rated 4.1 by the two occupationally-oriented groups.

When asked their primary reasons for not reenrolling,

- More than 49% of all respondents indicated they had completed their desired program or courses and 15% marked "transferred to another college."
- Almost 11% checked job-related reasons (job hours conflict with school, 7%; found or seeking employment, 4%), and 3% had moved from the area.
- Inadequate course availability was cited by almost 4% of all respondents. Other reasons over which the colleges might have some degree of control (dissatisfaction with instruction and/or course content, or grade problems) combined accounted for only 1% of all responses to this question. Another 1% indicated "college was too expensive."
- Almost 18% of all respondents cited personal/family or "other" undefined reasons.

Other highlights:

- More than 73% of all respondents indicated their courses had helped them obtain a job or to perform/advance in their occupational area.
- More than 80% of total respondents indicated their community college courses would be of direct benefit in their careers, and another 18% reported they would be of indirect benefit.
- Almost 63% of all those responding reported they planned to return to the same college to take additional courses at some time in the future.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

DAVID MERTES
Chancellor/Superintendent

MEASURES OF PROGRESS: SPRING 1987 STUDENT FOLLOW-UP SURVEY

EXECUTIVE SUMMARY

In Spring 1987 the Los Rios Community College District surveyed 3,640 former students who had attended one of the district's three colleges (American River College, Cosumnes River College, or Sacramento City College) in Fall 1985 or Spring 1986. Questionnaires were sent to all 1985-86 graduates and certificate earners and to certain nongraduate/nonreturning students for whom follow-up is required for Vocational Education Data System (VEDS) reports. The survey was designed to answer such questions as:

- What happens to our students after they leave their Los Rios colleges? Were their educational goals completed? If not, why did they leave?
- Are they employed? Where are they working, and how much do they earn? Are they working in fields related to their college programs? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Did the programs and services offered by the colleges meet their individual needs? Do they plan to return to Los Rios in the future?

Data from 1,556 responses (an adjusted response rate of 47.7%) were analyzed to provide answers to these and other questions of interest in educational planning. Survey results are reported for four groups of respondents, based on their stated educational goal:

- **University Transfer Students**--those who enrolled primarily to earn university transfer credit (524 respondents, or 33.9% of the total). Of this group, 60.5% were female and 26.3% were ethnic minorities; their average age was 27.9.
- **Occupational Preparation Students**--those who enrolled primarily to prepare for a new job (561 respondents, or 36.3% of the total). Of these, 61.3% were female and 18.6% were ethnic minorities; their average age was 31.7.
- **Occupational Retraining Students**--those who enrolled primarily to improve existing job skills (216, or 14.0% of the total). Of this group, 50.5% were male, 15.3% were ethnic minorities; the average age was 37.2.
- **Personal Interest Students**--those who enrolled for personal or other undefined reasons (246 or 15.9%). Of these, 56.9% were female and 20.7% were ethnic minorities; their average age was 37.3. Nine respondents did not indicate their primary educational goal.

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Analysis of the responses revealed distinct differences among these four groups with respect to employment and educational patterns, as well as marked similarities when rating college courses, services, and general satisfaction with their educational experience. Some of the more important findings of the study are discussed below.

Of the 524 who had enrolled primarily to earn university transfer credit,

- More than 82% had completed an associate degree or certificate at their Los Rios college (66% in general education/liberal arts majors; 16% in occupational majors).

- More than 63% had transferred to a four-year university by the time of the survey (48% to CSU, 9% to UC; 6% to a California private institution or an out-of-state school); 8% were still attending a community college (primarily in Los Rios); and another 9.5% had enrolled but did not identify their college. Slightly more than 19% had not continued their education.

- Almost 75% were employed at the time of the survey; 18% were not working and not seeking work, and 6.7% were seeking employment.

- **Of those who provided employment data,** 91% were working in the Sacramento Valley area; almost 59% were working full-time, but 58.5% were employed in jobs <u>not</u> related to their community college courses. Average pay of those working full-time was $1729 per month; part-time employees averaged $6.60 per hour.

- At the community college, 29% had majored in general education/liberal arts, 21% in business, 13% in physical science/math, and 9% in social or behavioral sciences. **Among those who transferred to a four-year school,** 29% were majoring in business, 15% in social/behavioral sciences, and 11% in education/physical education; no other major field attracted as many as 7% of these transfers. More than 76% were attending full-time; 50% were juniors, 46% were seniors, and 2% were graduate students.

Among the 561 respondents who had enrolled primarily to prepare for a new job,

- More than 84% were employed at the time of the survey; 9% were not working and not seeking work, and 6.6% were actively seeking employment.

- **Among those who provided employment data,** the number employed in jobs related to their community college training increased from 153 (35%) prior to enrolling to 320 (73%) after completing their Los Rios courses. More than 95% were working in the Sacramento Valley area and more than 80% were employed full-time. Average pay for full-time employees was $1731 per month; for those working part-time, $11.02 per hour.

- More than 68% had completed a degree or certificate at their Los Rios college (56% in occupational programs; 12% in general education/liberal arts). Almost 17% were still attending a community college (primarily in Los Rios); 9% had transferred to a four-year institution; and 12% had continued their education but did not identify their school.

- At the community college, 31% had majored in occupational technologies, 22% in business, and 18% in allied health fields. **Of those who transferred to a four-year school,** 18% were majoring in business, 16% in education or physical education, 12% in English/speech/philosophy, and 10% in health fields. More than 54% were attending full-time; 51% were juniors, 40% were seniors, and 4% were graduate students.

Of the 216 individuals who had enrolled primarily to improve existing job skills,

- Slightly more than 92% were employed at the time of the survey, 3% were not working and not seeking work, and 4.7% were actively seeking employment.

- **Among those who provided employment data,** the number employed in a field related to their community college training increased from 138 (80%) before enrolling to 151 (89%) after attending a Los Rios college. Almost 91% were working in the Sacramento Valley area and 83.5% were employed full-time. Average pay for those working full-time was $2371 per month; part-time employees averaged $10.94 per hour.

- More than 41% had earned an associate degree or certificate at their Los Rios college (34% in occupational programs; 7% in general education/liberal arts). Almost 15% were still attending a community college (primarily in Los Rios), 4% had transferred to a four-year institution, and 15% had continued their education but did not identify their school.

- At the community college, 36% majored in occupational technologies and 27% in business. The eight invididuals who had transferred to a four-year school were in a variety of majors; five were full-time juniors and one was a graduate student.

Of the 246 respondents who reported they enrolled primarily for personal interest reasons,

- More than 52% had earned an associate degree or certificate at their Los Rios college (28% in general education/liberal arts and 24% in occupational programs).

- Almost 18% were still attending a community college (primarily in Los Rios); 17% had transferred to a four-year college or university; and 10% indicated they had continued their education but did not identify their school.

- At their community college, 27% had majored in business, 15% in occupational technologies, and 11% in general education. **Of those who had transferred to a four-year institution,** 32% were majoring in business, 17% in social/behavioral sciences, and 15% in English/speech/philosophy. Almost 65% were attending full-time; 61% were juniors, 31% were seniors and 8% were graduate students.

- At the time of the survey 76.5% were employed; 19% were not employed and not seeking employment, and 4.9% were actively seeking work.

- **Of those who provided employment data,** 92% were working in the Sacramento Valley area; 69% were employed full-time, and 58% worked in an area <u>not</u> related to their community college courses. Average pay for full-time employment was $1974 per month; part-time employees averaged $8.99 per hour.

Survey respondents gave high ratings to the courses they had completed in their major field and college services they had used, and to their educational experience in general. On a 5-point scale (where 5 = the highest rating),

- Satisfaction with their college experience in general was rated 4.3 overall and 4.2 or above by all groups.
- Quality of instruction, instructor interest, course content, and library services received average ratings of 4.1 or above.
- All course characteristics and college services on the questionnaire were rated 3.5 or above, and ratings were fairly consistent among the four responding groups.
- Preparation for continuing education received an average rating of 4.1 from all respondents as well as from each responding group.
- College training in relation to its usefulness in job performance received an overall rating of 4.0, and was rated 4.1 by the two occupationally-oriented groups.

When asked their primary reasons for not reenrolling,

- Almost 52% of all respondents indicated they had completed their desired program or courses and nearly 13% marked "transferred to another college."
- More than 11% checked job-related reasons (job hours conflict with school, 7%; found or seeking employment, 4%), and 3% had moved from the area.
- Inadequate course availability was cited by 3% of all respondents. Other reasons over which the colleges might have some degree of control (dissatisfaction with instruction and/or course content, or grade problems) combined accounted for only 1% of all responses to this question, and only 0.5% indicated "college was too expensive."
- More than 16% of all respondents cited personal/family or "other" undefined reasons.

Other highlights:

- More than 71% of employed respondents indicated their courses had helped them obtain a job or to perform/advance in their occupational area.
- More than 82% of total respondents indicated their community college courses would be of direct benefit in their careers, and another 16% reported they would be of indirect benefit.
- More than 65% of all those responding reported they planned to return to the same college to take additional courses at some time in the future.

SUMMARY OF AWARDS GRANTED, 1982-1986

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River College
Cosumnes River College
Sacramento City College

Notes:

1. Groups correspond generally to the Major Interest Fields used on th
2. Majors within each subgroup are listed by Los Rios Major Code and
3. Awards Granted = associate degrees and certificates awarded during

Legend: - = Major is not offered at that college; 0 = Major is offere

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982-83 ARC	CRC	SCC	AWARDS GRA 1983-84 ARC	CRC
AGRICULTURE/NATURAL RESOURCES						
Agriculture-Animal Science	130	-	1	-	-	0
Agriculture-Plant Science	132	-	0	-	-	1
Agriculture-Agri. Business	133	-	4	-	-	1
Animal Health Technology	120	-	22	-	-	18
Landscape Industry	115	8	-	-	3	-
Nursery Industry	116	6	-	-	8	-
Forestry Technician	117	3	-	-	0	-
Outdoor Rec./Wildlife Tech.	118	0	-	-	0	-
Forestry Engineering Tech.	119	-	-	-	-	-
ARCHITECTURE/ENVIRONMENTAL DESIGN						
Env. Design-Solar & Alt.	669	-	9	-	-	3
Env. Design-Architecture	670	-	3	-	-	4
Env. Design-Construction	671	-	1	-	-	2
Env. Design-Design Drafting	672	-	1	-	-	4
Env. Design-Interior Design	674	-	0	-	-	1
BUSINESS/MANAGEMENT/OFFICE ADMINISTRATION						
Accounting Technician	219	24	-	-	34	-
Accounting	220	-	11	15	-	14
Bookkeeping	222	-	-	1	-	-
Admin. Housekeeping Mgmt.	228	27	-	-	23	-
Advertising	221	-	-	1	-	-
Advertising & Sales	233	3	-	-	4	-
Banking and Finance	203	3	-	-	3	-
Bank Operations	204	0	-	-	0	-
Credit & Lending	205	1	-	-	1	-

, 1982-1986
COLLEGE DISTRICT

he LRCCD Application for Admission form.
thus are not in strict alpha order.
academic year (includes summer session, 1984-85 and thereafter).

ed, but no degrees/certificates awarded.

ANTED	AWARDS GRANTED 1984-85			AWARDS GRANTED 1985-86			TOTAL GRANTED 1982 - 1986		
SCC	ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
-	-	0	-	-	0	-	-	1	-
-	-	0	-	-	0	-	-	1	-
-	-	1	-	-	1	-	-	7	-
-	-	16	-	-	16	-	-	72	-
-	5	-	-	3	-	-	19	-	-
-	12	-	-	4	-	-	30	-	-
-	3	-	-	2	-	-	8	-	-
-	1	-	-	0	-	-	1	-	-
-	1	-	-	0	-	-	1	-	-
-	-	2	-	-	0	-	-	14	-
-	-	3	-	-	1	-	-	11	-
-	-	0	-	-	0	-	-	3	-
-	-	3	-	-	0	-	-	8	-
-	-	1	-	-	0	-	-	2	-
-	37	-	-	25	-	-	120	-	-
10	-	12	14	-	16	5	-	53	44
2	-	-	1	-	-	0	-	-	4
-	12	-	-	5	-	-	67	-	-
1	-	-	0	-	-	0	-	-	2
-	1	-	-	0	-	-	8	-	-
-	5	-	-	0	-	-	11	-	-
-	1	-	-	0	-	-	1	-	-
-	1	-	-	0	-	-	3	-	-

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982-83 ARC	CRC	SCC	AWARDS GRA 1983-84 ARC	CRC
Business Administration	200	-	8	45	-	12
General Business	210	149	7	118	138	6
Gen. Business-Accounting	280	-	5	-	-	6
Gen. Business-Management	282	-	7	-	-	6
Gen. Business-Marketing	284	-	2	-	-	2
Gen. Business-Finance	285	-	0	-	-	2
Food Serv. Mgmt-Restaurant	790	8	-	-	7	-
Food Serv. Mgmt-School Lunch	791	0	-	-	1	-
Dietetic Assistant	793	7	-	-	7	-
Charter Life Underwriter	211	2	-	-	-	-
Property Casualty Insurance	213	1	-	-	-	-
Management-General	223	-	-	1	-	-
Management-Business	224	59	-	-	48	-
Small Business Operation	225	4	-	-	3	-
Management-Government	226	25	-	-	28	-
Management-Industrial	227	11	-	-	6	-
Management-Org. Logistics	229	6	-	-	3	-
Merchandising	218	2	-	0	1	-
Retail Merchandising Mgmt	230	-	-	1	-	-
Marketing	235	2	-	-	0	-
Office Admin-Gen. Secretarial	236	0	4	0	0	0
Office Admin-Word Processing	237	-	7	0	-	10
Secretarial Training	240	6	1	2	9	1
Medical Secretary	241	1	-	1	1	-
Legal Secretary	242	8	-	-	7	-
General Office Training	243	3	0	-	0	0
Office Admin-Clerical	246	-	-	0	-	-
Office Admin-Medical Secretary	248	0	-	0	0	-
Real Estate	250	18	-	0	5	-
Transportation	830	-	-	2	-	-
COMMUNICATIONS/JOURNALISM						
Comm. Media-Broadcast Journ.	271	-	1	-	-	3
Comm. Media-Photography	272	-	2	1	-	2
Comm. Media-Radio Prod.	273	-	4	-	-	3
Comm. Television Prod.	274	-	11	-	-	9
Communications, Gen. Photog.	275	-	-	0	-	-
Community Journalism	534	3	-	-	0	-
COMPUTER/INFORMATION SCIENCE						
Computer Science	202	-	-	-	-	-
Data Processing	260	52	3	18	41	0

NTED	AWARDS GRANTED 1984-85			AWARDS GRANTED 1985-86			TOTAL GRANTED 1982 - 1986		
SCC	ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
34	-	9	10	-	11	2	-	40	91
153	151	1	165	125	1	141	563	15	577
-	-	13	-	-	7	-	-	31	-
-	-	2	-	-	3	-	-	18	-
-	-	1	-	-	0	-	-	5	-
-	-	2	-	-	2	-	-	6	-
-	9	-	-	9	-	-	33	-	-
-	0	-	-	0	-	-	1	-	-
-	8	-	-	7	-	-	29	-	-
-	1	-	-	-	-	-	3	-	-
-	-	-	-	-	-	-	1	-	-
0	-	-	1	-	-	1	-	-	3
5	45	-	8	41	-	3	193	-	16
-	1	-	-	1	-	-	9	-	-
-	26	-	-	22	-	-	101	-	-
-	7	-	-	2	-	-	26	-	-
-	0	-	-	1	-	-	10	-	-
0	0	-	0	1	-	0	4	-	0
1	-	-	0	-	-	0	-	-	2
-	7	-	-	4	-	-	13	-	-
1	1	0	1	0	0	0	1	4	2
0	0	5	0	3	2	2	3	24	2
1	7	0	0	3	0	0	25	2	3
0	6	-	0	7	-	0	15	-	1
-	7	-	-	1	-	-	23	-	-
-	4	0	-	4	0	-	11	0	-
1	-	-	0	-	-	2	-	-	3
0	0	-	1	0	-	0	0	-	1
2	4	-	1	5	-	0	32	-	3
0	-	-	0	-	-	0	-	-	2
-	-	1	-	-	1	-	-	6	-
-	-	3	-	-	3	-	-	10	1
-	-	2	-	-	1	-	-	10	-
-	-	13	-	-	8	-	-	41	-
4	-	-	4	-	-	2	-	-	10
-	0	-	-	1	-	-	4	-	-
-	-	-	1	-	-	8	-	-	9
19	38	0	6	31	1	5	162	4	48

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982-83 ARC	CRC	SCC	AWARDS GR 1983-8 ARC	CRC
EDUCATION/PHYSICAL EDUCATION						
Physical Education	420	-	-	2	-	-
Recreation/Leisure Ldrship	430	7	-	-	7	-
Instructional Technician	706	-	-	0	-	-
Early Childhood Education	564	37	2	26	53	-
Teacher Assistant	592	-	-	0	-	-
Instructional Asst.-General	772	-	-	0	-	-
Instructional Asst.-Sp.Ed.	773	-	-	0	-	-
LITERATURE AND FINE ARTS						
General Fine Arts	505	-	-	14	-	-
General Humanities	506	-	-	2	-	-
Art	520	15	1	15	16	0
Language & Literature	531	10	-	24	4	-
Dramatic Arts and Speech	540	-	0	-	-	2
Theater Arts	541	0	2	1	0	0
Music	580	3	1	3	0	2
APPLIED ARTS						
Fashion Merchandising	231	4	-	-	5	-
Graphic Arts	523	-	2	6	-	2
Custom Clothing Construction	558	3	-	-	2	-
Interior Design	567	17	-	-	7	-
GENERAL EDUCATION/INTERDISCIPLINARY						
General Education Program	510	289	113	6	255	94
Liberal Arts	511	41	-	-	56	-
General Studies	512	-	-	2	-	-
Interdis. Studies/Humanities	054	-	2	-	-	1
Interdis. Studies/Women	056	-	1	-	-	0
HEALTH PROFESSIONS/ALLIED HEALTH						
Health Services Clerk	402	-	0	-	-	1
Nursing (RN)	452	50	-	41	41	-
Nursing (Vocational)	453	-	-	55	-	-
Dental Assisting	454	-	-	2	-	-
Medical Assisting	456	-	5	-	-	12
Medical Transcription	457	-	-	-	-	-
Respiratory Therapy	460	8	-	-	7	-
Dental Hygiene	687	-	-	8	-	-

ANTED 4 SCC	AWARDS GRANTED 1984-85 ARC	CRC	SCC	AWARDS GRANTED 1985-86 ARC	CRC	SCC	TOTAL GRANTED 1982 - 1986 ARC	CRC	SCC
2	-	-	8	-	-	20	-	-	32
-	1	-	-	3	-	-	18	-	-
1	-	-	0	-	-	0	-	-	1
31	33	-	13	52	-	18	175	2	88
1	-	-	0	-	-	0	-	-	1
0	-	-	1	-	-	0	-	-	1
0	-	-	1	-	-	1	-	-	2
17	-	-	21	-	-	14	-	-	66
6	-	-	7	-	-	4	-	-	19
9	11	0	4	13	1	7	55	2	35
29	5	-	20	7	-	23	26	-	96
-	-	0	-	-	0	-	-	2	-
1	0	0	3	0	0	2	0	2	7
3	0	1	5	4	0	2	7	4	13
-	1	-	-	3	-	-	13	-	-
3	-	0	7	-	1	5	-	5	21
-	3	-	-	4	-	-	12	-	-
-	9	-	-	16	-	-	49	-	-
7	228	95	16	144	75	8	916	377	37
-	75	-	-	125	-	-	297	-	-
0	-	-	4	-	-	4	-	-	10
-	-	3	-	-	2	-	-	8	-
-	-	0	-	-	0	-	-	1	-
-	-	1	-	-	5	-	-	7	-
56	43	-	21	49	-	54	183	-	172
54	-	-	41	-	-	47	-	-	197
22	-	-	31	-	-	8	-	-	63
-	-	7	-	-	12	-	-	36	-
-	-	-	-	-	1	-	-	1	-
-	10	-	-	9	-	-	34	-	-
14	-	-	15	-	-	22	-	-	59

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982-83 ARC	CRC	SCC	AWARDS G 1983- ARC	CRC
HOME ECONOMICS, FAMILY/CONSUMER SCIENCE						
Family and Consumer Science	557	-	0	0	-	1
Home Economics, Gen. Ed.	559	5	-	-	2	-
Home Economics	560	-	-	2	-	-
LAW/LEGAL ASSISTING						
Legal Assisting	244	17	-	-	18	-
LIBRARY SCIENCE/LIBRARY TECHNOLOGY						
Library Technical Assistant	884	1	-	-	-	-
Library Technology	885	-	-	2	-	-
SCIENCE AND MATHEMATICS						
Natural Science and Math	600	-	-	12	-	-
Science General	615	26	-	6	39	-
Mathematics	620	-	-	2	-	-
Mathematics and Science	621	-	9	56	-	11
Math and Physical Science	622	57	-	-	59	-
Geological Technology	643	-	2	-	-	2
OCCUPATIONAL TRADE/TECHNOLOGIES						
Auto Mechanics Technology	802	-	11	-	-	13
Small Engine Repair	819	-	1	-	-	3
Auto Body	825	8	-	-	4	-
Automotive Technology	826	20	-	-	12	-
Auto Brake/Front End Align.	831	-	1	-	-	0
Auto Transmission Repair	832	-	2	-	-	3
Auto Tune-up/Diagnosis	833	-	0	-	-	2
Automotive Collision Tech.	834	-	-	-	-	-
Aviation Maintenance Tech.	801	-	-	78	-	-
Carpenters	330	1	-	-	2	-
Construction Supvs./Inspection	813	-	2	-	-	8
Construction Mgmt. Technology	820	-	3	-	-	0
Operating Engineers-General	845	3	-	-	1	-
Cosmetology	881	-	-	28	-	-
Diesel Equipment Mechanics	811	9	-	-	8	-

GRANTED -84		AWARDS GRANTED 1984-85			AWARDS GRANTED 1985-86			TOTAL GRANTED 1982 - 1986		
	SCC	ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
	0	-	1	0	-	4	2	-	6	2
	-	4	-	-	0	-	-	11	-	-
	2	-	-	4	-	-	0	-	-	8
	-	22	-	-	14	-	-	71	-	-
	0	-	-	2	-	-	0	1	-	2
	10	-	-	6	-	-	5	-	-	23
	0	-	-	1	-	-	0	-	-	13
	13	27	-	3	30	-	2	122	-	24
	0	-	-	1	-	-	0	-	-	3
	81	-	5	85	-	7	69	-	32	291
	-	68	-	-	71	-	-	255	-	-
	-	-	2	-	-	0	-	-	6	-
	-	-	14	-	-	13	-	-	51	-
	-	-	0	-	-	1	-	-	5	-
	-	8	-	-	1	-	-	21	-	-
	-	19	-	-	13	-	-	64	-	-
	-	-	0	-	-	0	-	-	1	-
	-	-	1	-	-	2	-	-	8	-
	-	-	0	-	-	1	-	-	3	-
	-	-	-	-	1	-	-	1	-	-
	40	-	-	40	-	-	5	-	-	163
	-	0	-	-	0	-	-	3	-	-
	-	-	2	-	-	1	-	-	13	-
	-	-	2	-	-	2	-	-	7	-
	-	1	-	-	0	-	-	5	-	-
	31	-	-	37	-	-	25	-	-	121
	-	7	-	-	7	-	-	31	-	-

LOS RIOS COLLEGE MAJOR	LRCCD Major Code	AWARDS GRANTED 1982-83 ARC	CRC	SCC	AWARDS GR 1983-8 ARC	CRC
Drafting Technology	804	17	-	6	18	-
Design Drafting Technology	850	-	0	-	-	0
Detail Drafting Technology	851	-	1	-	-	0
General Design Studies	855	-	8	-	-	3
Engineering Technology	300	4	-	-	2	-
Survey Engineering	309	-	-	2	-	-
General Technology	840	-	-	0	-	-
Electronics Camera Repr.	800	0	-	-	0	-
Electronics Technology	805	-	-	23	-	-
Electronics Computer Tech.	806	201	-	-	244	-
Electronics Commun. Tech.	807	18	-	-	40	-
Fire Technology	883	28	2	-	22	3
Mechanical-Electrical Tech.	809	-	-	42	-	-
MET-Alternate Energy	796	-	-	0	-	-
Metals Industry Technology	810	-	-	12	-	-
Welding-Industrial	815	11	-	-	2	-
PROTECTIVE/SOCIAL SERVICES						
Administration of Justice	888	4	-	64	1	-
Interpreting for the Deaf	708	5	-	-	0	-
Agency Work with the Deaf	709	5	-	-	0	-
Human Services	705	15	-	-	23	-
Social Services Technician	707	-	-	0	-	-
Gerontology	711	4	-	-	5	-
SOCIAL/BEHAVIORAL SCIENCES						
Social Science	701	45	8	128	27	10
SUMMER SESSION DEGREES*	All	36*	18*	182*	38*	19*
COLLEGE TOTALS		1466	311	1058	1401	302
TOTAL AWARDS		-----2,835------			-----2,811--	

*Since 1982 and 1983 Summer Session graduates were not included in the
Degrees awarded in Summer 1984 and 1985 are included under their resp

ANTED 4	AWARDS GRANTED 1984-85			AWARDS GRANTED 1985-86			TOTAL GRANTED 1982 - 1986		
SCC	ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
8	12	-	6	9	-	2	56	-	22
-	-	1	-	-	0	-	-	1	-
-	-	0	-	-	0	-	-	1	-
-	-	0	-	-	0	-	-	11	-
-	0	-	-	1	-	-	7	-	-
2	-	-	5	-	-	2	-	-	11
2	-	-	9	-	-	9	-	-	20
-	1	-	-	0	-	-	1	-	-
53	-	-	57	3	10	30	3	10	163
-	217	-	-	153	-	-	815	-	-
-	47	-	1	53	-	2	158	-	3
-	32	4	-	21	5	-	103	14	-
47	-	-	60	-	-	41	-	-	190
0	-	-	0	-	-	1	-	-	1
3	-	-	5	-	-	6	-	-	26
-	4	-	-	1	-	-	18	-	-
58	2	-	57	2	2	46	9	2	225
-	7	-	-	2	-	-	14	-	-
-	2	-	-	2	-	-	9	-	-
-	27	-	-	18	4	-	83	4	-
1	-	-	0	-	-	1	-	-	2
-	8	-	-	6	-	-	23	-	-
129	29	8	143	31	6	132	132	32	532
138*	*	*	*	*	*	*	74*	37*	320*
1108	1364	237	953	1175	229	790	5406	1079	3909
-----	-----2,554------			-----2,194------			-----9,963------		

follow-up surveys, the degrees are shown here as separate totals.
pective majors.

FORMAT USED FOR

PROGRAM-SPECIFIC SUMMARIES

of

RESPONSES TO FOLLOW-UP QUESTIONNAIRE

(Used for Spring 1986 and Spring 1987 Reports)

MEASURES OF PROGRESS:
SPRING 1987 STUDENT FOLLOW-UP

Los Rios Community College District

SUMMARY OF RESPONSES BY MAJOR

College: (Name of College)

Major: (Generic Major Group)

In Spring 1987, survey forms were sent to all 1985-86 graduates and certificate earners and to nongraduates who had completed an advanced occupational course during Fall 1985 or Spring 1986 but did not reenroll in Fall 1986. The attached summary provides information regarding those in the survey who were majoring in (Generic Major Group).

Degrees/Certificates Granted in 1985-86:

College Program Title	Number of Awards
(Specific Program Title)	---
(Specific Program Title)	---
(Specific Program Title)	---
Total Awards Granted	---

Student Follow-up Survey, Spring 1987:

	Survey Population	Survey Responses
Graduates/Certificate Earners	---	---
Nongraduates	---	---
Totals	---	---

Adjusted Response Rate (excludes undelivered) ---

Contact: Beth S. Lee, Ed.D.
Office of Planning and Research
Los Rios Community College District

SUMMARY OF RESPONSES, (College) (Program) MAJORS

(--- respondents; not all items were answered by all)

DEMOGRAPHIC AND GENERAL INFORMATION:

No.	%	GENDER	No.	%	ETHNICITY	No.	%	AGE GROUP
---	---	Male	---	---	Asian	---	---	16-24
---	---	Female	---	---	Black	---	---	25-29
			---	---	Hispanic	---	---	30-34
			---	---	White	---	---	35-44
			---	---	Other	---	---	45 and over

No.	%	PRIMARY REASON FOR ATTENDING A COMMUNITY COLLEGE:
---	---	Earn university transfer credit
---	---	Preparation for job to be obtained
---	---	Improvement of existing job skills
---	---	For personal interest or other reasons

		COMPLETION OF EDUCATIONAL GOAL:
---	---	Fully completed
---	---	Partially completed

		PLAN TO PURSUE EDUCATIONAL OBJECTIVE FURTHER:
---	---	At our college
---	---	At another two-year college
---	---	At a four-year college
---	---	In some other way

		EDUCATION REQUIRED TO ACCOMPLISH EDUCATIONAL OBJECTIVE:
---	---	Selected course(s)
---	---	Certificate program
---	---	Two-year associate degree program

		PRIMARY REASON FOR NOT REENROLLING AT OUR COLLEGE:
---	---	Completed associate degree or certificate
---	---	Completed desired courses
---	---	Transferred to another college
---	---	Found or seeking employment
---	---	Job hours conflict with school
---	---	Moved out of area/Transportation problems
---	---	College was too expensive
---	---	Availability of courses inadequate
---	---	Grade problems
---	---	Dissatisfied with quality of instruction
---	---	Dissatisfied with content of courses
---	---	Personal/family reasons not listed above
---	---	Other reasons

---	---	WERE ATTENDING SCHOOL AT THE TIME OF THE SURVEY

		EMPLOYMENT STATUS AT THE TIME OF THE SURVEY:
---	---	Employed (includes full- and part-time)
---	---	Unemployed (but actively seeking)
---	---	Not in labor force (and not seeking)

Form-2

AVERAGE RATINGS: COURSES/SERVICES/EDUCATIONAL EXPERIENCE

(5-Point Scale: 5 = Highest Rating)

No.	Avg. Rating	COURSES COMPLETED IN MAJOR FIELD:
---	---	Quality of Instruction
---	---	Grading/Testing
---	---	Instructor Interest
---	---	Content of Course(s)
---	---	Instructional Media
---	---	Class Size
---	---	SATISFACTION WITH COLLEGE EXPERIENCE
---	---	USEFULNESS OF COLLEGE TRAINING ON THE JOB
---	---	VALUE OF COURSES AS PREPARATION FOR TRANSFER

No.	Avg. Rating	COLLEGE SERVICES USED:
---	---	Financial Aids
---	---	Counseling/Advisement
---	---	Job Placement Services
---	---	Assessment Center
---	---	Tutoring Services
---	---	Learning Center/Labs
---	---	Student Activities
---	---	Library Aervices
---	---	Health Center
---	---	Services for Disabled
---	---	Veterans Services

EMPLOYMENT INFORMATION

The --- respondents who were employed at the time of the survey were asked to respond to this section. (Percentages are based on the number who answered each question.)

No.	%	
		Among those who gave their employer's address,
---	---	WERE EMPLOYED IN GREATER SACRAMENTO AREA.
---	---	WERE EMPLOYED IN FIELD RELATED TO COLLEGE COURSES COMPLETED;
---	---	WERE EMPLOYED IN FIELD OUTSIDE THEIR AREA OF PREPARATION,
		and gave the following REASONS FOR ACCEPTING SUCH EMPLOYMENT:
---	---	Transferred to a four-year college
---	---	Not qualified enough for job in field of preparation
---	---	Preferred to work in another field
---	---	Found better paying job in another field
---	---	Could not find job in field of preparation
---	---	Worked in field of preparation, but changed
---	---	"Other" (undefined)
---	---	No reason given
---	---	WERE EMPLOYED IN SAME FIELD BEFORE ENROLLING IN COLLEGE.
		WEEKLY HOURS OF EMPLOYMENT
---	---	Were employed full-time (35 or more hours per week)
---	---	Were employed 21-34 hours per week
---	---	Were employed 20 or fewer hours per week

No.	$	AVERAGE PAY
---	$--	Pay per month (all those employed 35 or more hours per week)
---	$--	Pay per hour (all those employed fewer than 35 hours per week)

No.	%	WAYS IN WHICH COLLEGE COURSES HELPED ON THE JOB:
---	---	Helped to obtain job
---	---	Helped performance on present job
---	---	Helped advance on present job

Form-3

EDUCATIONAL INFORMATION

Respondents who had enrolled in college since leaving (College) were asked to complete this section.

No.	%	ENROLLMENT STATUS
---	---	Transferred to the CSU System (primarily to CSUS);
---	---	Transferred to the UC System (primarily to UCD);
---	---	Transferred to a private California college/university;
---	---	Transferred to an out-of-state school;
---	---	Were still attending a community college (primarily in Los Rios);
---	---	Had enrolled but did not identify their school;
---	---	Had not enrolled.

AMONG THOSE WHO REPORTED THEIR MAJOR,

---	---	Were majoring in _____;
---	---	Were majoring in _____; and
---	---	Were majoring in _____ [or: Were undecided as to major].

---	---	REPORTED "NO PROBLEMS" IN TRANSFERRING TO A FOUR-YEAR COLLEGE/UNIVERSITY.

The problems that were reported related to:
transferring units (N=); transcripts (N=); admission (N=); other (N=).

UNITS ACCEPTED FOR TRANSFER AT FOUR-YEAR INSTITUTION:

---	---	All credit hours accepted
---	---	"Lost" 1-3 credit hours
---	---	"Lost" 4-6 credit hours
---	---	"Lost" 7-12 credit hours
---	---	"Lost" 13-21 credit hours
---	---	"Lost" more than 21 credit hours

ENROLLMENT STATUS AND CLASSIFICATION AT FOUR-YEAR INSTITUTION:

---	---	Were part-time students (fewer than 12 units);
---	---	Were full-time students (12 units or more).
---	---	Were classified as freshmen or sophomores;
---	---	Were juniors;
---	---	Were seniors;
---	---	Were graduate students.

GENERAL INFORMATION (All respondents were asked to complete this section.)

No.	%	UNITS COMPLETED AT (College):
---	---	1/2 to 15-1/2
---	---	16 to 29-1/2
---	---	30 to 45-1/2
---	---	46 to 59-1/2
---	---	60 or more

CONSIDERED THEIR COLLEGE COURSES TO BE:

---	---	Of immediate, direct benefit
---	---	Of long term, direct benefit
---	---	Of indirect benefit
---	---	ARE INTERESTED IN TAKING OTHER COURSES AT SAME COLLEGE IN THE FUTURE

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